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ABSTRACT

This Kiribati communication and culture handbook presents 40 situations in which the volunteer is likely to be involved in the Gilbert Islands, and establishes classroom activities that require the students to exchange messages in a way that is appropriate to the cultural context. Most of the lessons are divided into "basic material" and "supplementary material" sections. Generally there are seven parts to each lesson: (1) objective, (2) basic material and translation, (3) cultural usage notes, (4) class activities, (5) outside activities, (6) references, and (7) vocabulary worksheets. An English-Kiribati glossary completes the volume. (AMH)

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KIRIBATI

(Gilbertese)

◆

Communication and Culture Handbook

by Stephen Trussel

FL 011 850

PEACE CORPS
LANGUAGE HANDBOOK SERIES

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1979

KIRIBATI (Gilbertese)

COMMUNICATION AND CULTURE HANDBOOK

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As this work draws heavily on the past work of others, it is fitting to mention here some of the sources on which I have drawn. Besides the above-mentioned unpublished grammar (Groves, Groves and Jacobs), I was fortunate to have access to the manuscript editions of grammars by Fathers Kerouanton and Durrheimer of the Catholic Mission in Kiribati, generously made available to me while I was there. I have also drawn on Reid Cowell's "Structure of Gilbertese," Sister Oliva's translation of Sabatier's Dictionary, and the dictionary prepared by Hiram Bingham. As mentioned above, I have consulted the lessons prepared by the TTI, and those by the USP, as well as innumerable other sources available in the Kiribati Library and Archives and Pacific Collection of the University of Hawaii.

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STEPHEN TRUSSEL
Honolulu
August 1979

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To The Learner

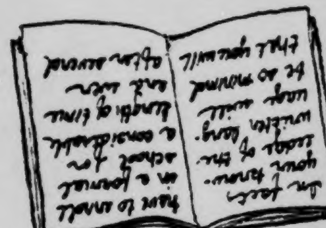
An Introduction to Language Learning

Congratulations to all of you who read this. First, congratulations for your acceptance into Peace Corps and second, congratulations for just performing a very complex act -- reading a language. Of course, the language is English and that hardly seems like such a major accomplishment; after all, practically everybody you know can do it. For most of us, using English is like breathing, an involuntary activity, or if we consider it a skill, a skill that has become so natural to us that we have taken for granted the fact that it represents the major intellectual achievement of our lifetimes.

Congratulations!

The point, of course, is not that the learning of English is in itself an especially significant accomplishment, but that the learning of a language in either or both its spoken and written forms is the great accomplishment. By being born as human beings we may be programmed to learn language just as we are programmed to walk on only two legs but despite our human inheritance, learning a language still requires time and energy. We don't just happen to learn a language; we do have to work at it, and other people -- chiefly our parents, siblings and play mates -- have to be willing to help.

Although you may no longer have memories of your early struggles to learn English, you can still appreciate the complexity of the accomplishment by considering this: Assume for the moment that you are about to start a language training program that will occupy you 12-14 hours a day, 7 days a week for the next 3 to 5 years, without a break. At the end of your training program you will still not be able to understand radio programs or easily follow a conversation between two adults and practically all books will still seem to be filled with undecipherable squiggles. In fact, your knowledge of the written language will be so minimal that you will now have to enroll in a formal school for a considerable length of time and even after several years of formal schooling you will still be developing your language skills by learning new words, polishing your writing style and trying to read better. That is the sort of language program you enrolled in when you began to learn your native language, English.


...undecipherable squiggles...

All this is not intended to frighten you about the language learning task that lies ahead because learning a second language is going to be easier. Most of you have already encountered a second language and unless that encounter came early in your life while you were still very actively learning your first language, the second encounter was an encounter of a different kind. Some of you may have learned French or Spanish and learned it reasonably well in high school, while others have not had very successful experiences the second time around. Now, as an adult you are being asked to learn a new, second language. Learning a second language is no small task, but neither is it a matter of starting from scratch, as you did when you learned English. So before you take your first steps in your new language, we ask you to take the time to do two things: try to understand the nature of the task ahead of you and try to assess the personal strengths and weaknesses that you bring with you as you start your assignment.

What do you have to do to learn a new language? As you might expect, the answers to this question are as numerous and varied as people are and no two learners' strategies will be exactly the same. This is so important to remember, let's say it again in a different way: we can make many generalizations about the way people learn language, but you are unique and you can only learn in the way that suits you best, not in the way an idealized, generalized member of your species learns.

We have already said that learning a second language is going to be easier. It is going to be faster, too, because you already know a language and you will not have to re-invent one. To be sure, the language you are going to learn is very different from English and you may wonder just how much help your English is going to be. It would be easier, for example, if there were more cognates such as between English and the Germanic or Romance languages, but you already know a lot about languages and English in particular, and you can use that knowledge. You already know, for example, that languages have a two-part structure (subject and predicate) and you already know a great deal about what you can and cannot communicate with languages. You know how to do things such as re-phrase a statement for a young child, use a new word in a sentence, ask for meanings, use gestures to re-inforce language, and employ circumlocutions. In short, you have been involved in communication all your life and you are not changing to a new medium, you are just switching channels.

...switching channels...

You still may not be convinced that learning a new language is easy; obviously it does require an effort and no one needs to tell you that some people have to make more of an effort than others. We have tried to encourage you to realize that your learning style will not be the same as your fellow students. If each of us were to draw a language profile of ourselves we would find that our profiles, just like our personalities are different; strong and sharp in some areas, weak and ill-defined in others. The point, however, is not how strong or weak you may be -- or how fast or slow you may be at learning languages -- but rather that you should examine your own profile, find out where you are strong and weak and use that information to capitalize on your strengths and try to accept and even improve on your weaknesses. To help you begin your self-assessment as a language learner, we suggest you give some thought to the following aspects of language learning.

Memorizing. Are you good at memorizing? Obviously, learning a new language requires much more than memorizing a dictionary of that language, but having a good memory will help. The chief way in which it helps of course is in learning new words and phrases so that the right ones come quickly and easily to mind when you need them When you store something in your mind for later use, put a "tag" on it; relate it to something that is already stored and accessible. When you first encounter a new word, explore it: hear it, say it, see it, feel it, even taste it if you can. Re-cycle your collection. In language learning, using a new expression once is usually not enough. And don't be discouraged if you forget things. Your mind can only handle so much at once and sometimes unused stuff gets thrown out to make room for new things, but even the forgotten words have probably left a trace so that the second time you learn them they may stay longer.

... taste it if you can...

Being receptive. The new language may have some "funny" sounds. Its grammar may be organized differently from English. It may have words that do not translate easily into English and some English words and concepts may not have direct equivalents with the new language. Try to remember that English is only a language and your new language is a language in its own right.

Taking risks. Nearly everything you say will be a mistake and adults do not like to make mistakes, especially in front of other adults. But learning a new language is as much a process of learning what not to say as it is learning what to say. You will have to develop some willingness to go out on a limb and try things and not be upset if the limb breaks.

...go out on a limb...

Being relaxed. Trying too hard, and wanting too much to succeed -- "pressing," as athletes say -- can be a serious problem for a language learner. Sometimes the antidote is a good stiff drink, but there are others. What's yours?

Using the language. Another way of saying this is: practice makes perfect. The more you do something the better you get at it and this is especially true of learning a new skill such as a language. Obviously, one way in which you can get a lot of practice is by taking a full and active part in the classroom. But there are other people in the classroom too, and everybody can't speak at once. However, you can talk to yourself, both in the classroom and out. Subvocalization can be a very useful learning technique.

Being a good listener. Talking is only one communication skill and it's hard to listen when you're talking. But you can mouth somebody else's words and learn from their mistakes and successes as you listen.

Analyzing the new language. Being open and receptive to the new language will get you to first base, but you'll stand a better chance of getting to second (and eventually scoring) if you understand the rules of the game. Linquists make their money by analyzing chunks of language to discover the rules. You don't have to become a professional linguist to learn a language, but it's not a bad idea to become at least an amateur.

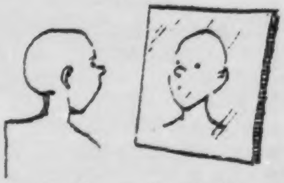
...can you become a parrot ?

Mimicking. Parrots don't really speak languages, but since they don't have any preconceptions of how a language should sound, they do a reasonably good job of producing human sounds with limited equipment. You can already produce some human sounds but your repertoire is limited to the sounds that exist in English. Can you forget your English and become a parrot?

Empathizing. Being a good parrot may help you acquire the sounds of the new language, but languages are much more than just new sounds. Languages are also a way of ordering and organizing reality and the reality of a speaker of your new language may be somewhat different from the reality of an American. A new language brings with it a culture with its different life-styles and social roles. You may not like all that you find in the new culture, but that is all right. Probably some of the speakers of your new language don't like everything about their own culture, just as you probably don't admire every single aspect of American culture. Part of the thrill of learning a new language is experiencing life from a different perspective. You don't have to sell your soul to the new culture, but a willingness to become bicultural will speed up your efforts to become bilingual.

... viewing life from another perspective..

Being methodical (or developing a method to your madness.) Lots of things are going on when you start a new language. All the new sounds, words, and grammar rules, come at you simultaneously and can be overwhelming. There are text books, reference grammars, dictionaries, phrase books, work books and tapes containing things you ought to know. In the classroom there are memorization activities, drills, role-plays, free expression and a lot of people listening and watching what you do. Obviously you can't cope with everything simultaneously, and although this language course attempts to present the language in an orderly fashion and although part of your teacher's job is to minimize the confusion, you have to get yourself together too. Although much of your in-class time will be organized by the teacher and the material, you are the person who has the responsibility for organizing your out of class time.



...self-confrontation...

Understanding and accepting your limitations. So far we have pointed out several things to consider as you and your new language confront each other. Learning a new language also involves a certain amount of self-confrontation. You are going to experience successes and failures, excitement and fatigue and countless other emotions. You may have to question your self-image as you compare your progress with your peers and you may seem to come off unfavorably so let us say again that you can only capitalize on your strengths, understand and try to improve your weaknesses and be willing to accept results that may not measure up to your aspirations.

Cooperating and supporting. Much of your schooling up to this point may have been in an atmosphere that was competitive. But in your struggle to learn a new language along with your peers, all those learning skills that helped you pass exams or write acceptable term papers won't be especially helpful in your new learning situation. You are all in the same boat together, and although some people may row faster or harder than you can, you'll go farther and longer as a team. Learning to help and be helped will create an atmosphere in the classroom that will make learning an enjoyable and unforgettable communal experience. And remember too that using a language is a social activity. It takes one to speak and another to listen, whether you're learning the language or using it in fluent conversation.

...all in the same boat...

Now that we have asked you to think about language learning and yourself as a language learner, here's another suggestion that will be well worth the time you put into it. Periodically, issue yourself a "report card" using the topics we have discussed (we have provided a form on the next page). Beside each topic write a few remarks about how you think you're doing. It would also be useful to show your report to a friend or a teacher for their reactions. Do reports at least at the end of the first, third and fifth week of training.

Language Learning Self-Evaluation

Name ______________ Date ________________ Week# ______________

Memorizing:

Being receptive:

Taking risks:

Being relaxed:

Using the language:

Being a good listener:

Analyzing the language:

Mimicking:

Empathizing:

Being methodical:

Understanding and accepting limitations:

Cooperating and supporting:

The Purpose and Design of the Peace Corps Language Handbooks Series

When you use a language you are using a linguistic medium to convey a message. When you learn a new language you are learning to convey new messages on a different channel. Language learning, then, requires you to learn in two dimensions: the medium and the message. At times, your attention may be focused on the medium -- for example, when you try to put the verb in its past tense form, and at times you may be groping for the words that will convey your message. Another way of looking at it is to say that in learning and using a language you are constantly asking yourself "What do I say?" and "How do I say it?"

This material purposefully separates these two dimensions of language learning to allow you to concentrate your attention either on the message or the medium.

The Communication and Culture Handbook focuses on what to say. It presents a number of situations in which you will need certain phrases and words in order to do something. It fulfills a function not unlike that of a traveller's phrase book. Obviously, you will also have to deal with linguistic matters while you are trying to accomplish something. For example, you may have learned the appropriate expression for asking a person for the time, but you may find it expedient to learn other related linguistic features such as how to use the negative to say "I don't have the time" or how to use other pronouns so you can ask if "he or she has the time." But the over-riding purpose of Communication and Culture is to establish classroom acitivities that require you to exchange messages (communicate) in a way that is appropriate to the context (culture).

The purpose of The Grammar Handbook is to help you focus your attention on matters such as how to form the past tense or make nouns and adjectives agree or put a string of words together in the proper order. The Grammar Handbook is a kind of grammar book that through explanation, example and practice activities will help you assimilate the linguistic system that holds together the words and phrases of your new language.

Used together, The Communication and Culture Handbook and The Grammar Handbook are two complementary approaches to a basic mastery of the language. You may find that you are more comfortable and successful with one set than with the other, but once again, let us remind you that everyone learns differently. This language course, by taking these two approaches allows you to capitalize on your strengths. It should be pointed out, however, that it would not be wise to neglect either book. If you studied only with Communication and Culture you might eventually become quite fluent (and colloquial) but ungrammatical -- like the Latin American baseball player who learned his English in the Cleveland Indians' dugout. If you learned only from The Grammar Handbook you might become very knowledgeable about the grammar of the language and even able to read literature but unable to ask a policeman for directions to the nearest bus stop.

The two books together will allow you to get a good basis in the language, but there will continue to be special cultural and work situations where your general knowledge is insufficient. You will not be able to meet all the requirements of living and working in your new culture in the short space of two years. Even now, there are situations in English where you are probably inadequate. For example, could you comprehend a lecture on nuclear physics? or two surfers in California discussing the surfing conditions? a Wall Street report? a tobacco auction? The Special Skills Handbook introduces you to some of the special situations where, in the role of a Peace Corps Volunteer, you might be expected to function. The Special Skills Handbook is a kind of almanac of miscellaneous information about the culture and the special work and living requirements of Peace Corps Volunteers. We have tried to anticipate your needs, but our attempt will never be sufficiently comprehensive. You will probably find that you will need to construct some of your own word lists. You may become interested in investigating the jargon of a special field, such as fishing or you may find it necessary to learn the dialect variations of your village or province. We invite you to share your findings with us in the event that it becomes necessary to revise or expand these handbooks. For that matter, any kind of feedback would be most welcome. Send it to:

Peace Corps Language Handbook Project
Foreign Language Office
The Experiment in International Living
Brattleboro, Vermont 05301

NOTES

KIRIBATI / GILBERT ISLANDS / GILBERTESE(?!)

On July 12, 1979, the Gilbert Islands Colony became the independent Republic of Kiribati. Kiribati is the native pronunciation and spelling of Gilberts. While the main group of sixteen islands will continue to be called the Gilbert Islands, Kiribati will encompass the entire country, including the Phoenix and Line Islands and Banaba (Ocean Island).

The name of the language will also be Kiribati. This effects no change at all on native speakers, who refer to their land as 'Kiribati', their language as 'te taetae ni Kiribati' (the language of the Gilberts), and a Gilbertese (person) as an 'I Kiribati'. It is only for outsiders speaking their own language that problems occur. For example, are these Kiribati lessons or Gilbertese lessons? Will it matter to an I Kiribati / Gilbertese one way or the other? Time will tell.

Note on the spelling. As these lessons are intended for the use of foreigners learning to speak Kiribati, certain conventions have been employed in the spelling to assist in finding the correct pronunciation, which are not in common use. For the most part the differences are in the area of vowel length, which is generally not indicated in writing, but which is shown in these books as a doubled letter, indicating that the sound is held longer than the usual one beat. (see lesson 1, Grammar)

Vocabulary Worksheets. You will note that at the end of each lesson there are lined pages. These pages are provided so that you can construct your own vocabulary lists as you work through the material.

KIRIBATI (GILBERTESE)

COMMUNICATION AND CULTURE HANDBOOK

GREETINGS

Lesson One

Objective: The goal of this lesson is to acquaint you with the greetings in use in Kiribati today, and when it is appropriate to use them. By the end of the lesson you should be able to greet someone in a variety of situations, and give appropriate responses.

Translation of Dialogue:

Greetings

Jim:	Hello!
John:	Hello!
Jim:	How are you?
John:	Thank you, I'm fine. And you, how are you?
Jim:	I'm fine also, thank you.

Activities: Memorize both parts of the dialogue. Practice initiating the sequence and responding to someone else's offered greetings, reversing roles periodically.

Meaning of the words:

Nanon te taeka

ko na mauri!	greetings, ('you will be well')
uara	be how? (interrogative word)
marurung	good health
ko rab'a	thank you
naba	also

TE KAMAURI

Reirei Teuana

Dialogue for Memorization

Te Kamauri

Tim:	Ko na mauri!
Tiaon:	Mauri!
Tim:	Ko uara?
Tiaon:	Ko rab'a, I marurung. Ao ngkoe, ko uara?
Tim:	I marurungi naba, ko rab'a.

Note:

Unlike the English greeting "hello", ko na mauri is generally used only for a first meeting, or after some time has passed since the greeters have last met. It is often abbreviated to a simple Mauri!.

When meeting in passing, as on the road, Kiribati will more often use expressions like:

Ko na aera?	Where are you going?
Ko na nakea?	Where are you going?
Ko na toki iia?	Where will you stop?
Ko na boo nakea?	Where are you going?

Or if the person is known to be going in the direction of his home:

Ko nako maiia?	Where are you coming from?
Ko a oki?	You're returning?
Ko boo maiia?	Where are you coming from?

Supplementary Activities:

1. Using the additional vocabulary items listed on the next page, create new dialogues appropriate to different times of day. Vary your role to be initiator and responder.
2. Change these dialogues into ones appropriate for situations where it is not the first meeting of the day.

Suggestions for further use:

Take a walk through the community, trying out appropriate greetings on the people you meet.
Make note of their responses, and report any new additions to your greeting repertoire.

Supplementary Materials:	te b'akantaai aei	this afternoon
	te tairiki aei	this evening/tonight
	te ingaabong aei	this morning

With the addition of the linking particle n, these phrases can be added to (ko na) mauri or ko uara, providing more time specific greetings. Similarly:

te bong aei	today

For example: Ko uara n te bong aei?

Modification of responses can include:

rangi ni	very
bati ni	much
aki	not
teutana	not bad, a little

For example: I aki rangi ni marurung.

Or:

A: Ko uara?

B: Teutana.

Additional Note:

Ko is the singular form of the second person pronoun, in the form used before a verb. When more than one person is being addressed, the plural form kam is used: Kam na mauri!.

Ngkoe is also a pronoun standing for "you", but is used in places other than before a verb, such as for a one word answer to a question.

REIREI TEUANA TE KAMAURI

WHAT'S YOUR NAME?

Lesson Two

Objectives: This lesson provides a means for discovering people's names, as well as an introduction to some common grammatical features - possessive pronouns and person demonstratives. After mastering the material in this lesson, you should be able to ask the name of someone you meet, ask someone about others' names, and answer these questions when addressed to you.

Translation of Dialogue:

What's your name?

A: Please sir, what's your name?

B: My name is ________, and you, what's your name?

A: My name is ________.
And what's his name, that man/woman?

B: His name is ________.

A: What's the name of that man/woman there?

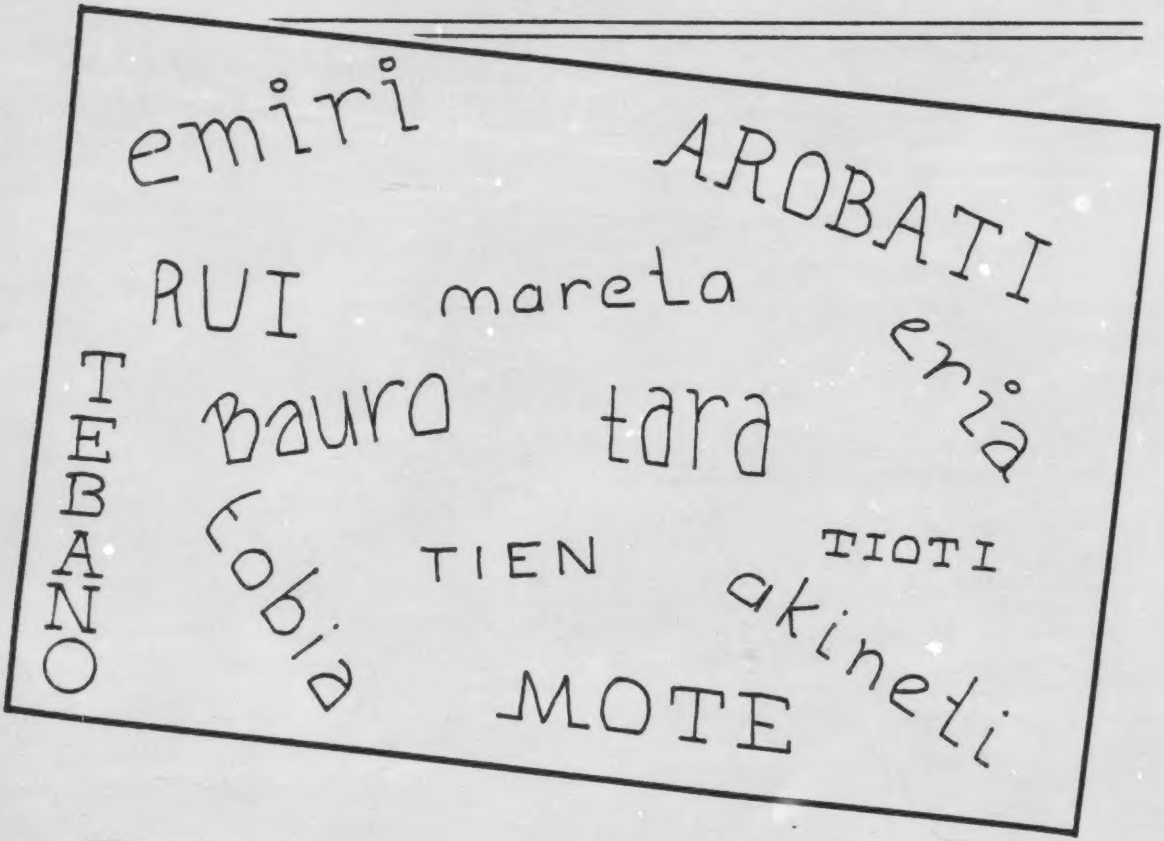
B: I don't know; you can ask him.

Activities:

1. A list of Kiribati names with their English equivalents is included. Select a name for yourself, and use your new name and those of your fellow students in playing out the dialogue.
2. Memorize the dialogue.

ANTAI ARAM?

Reirei Uoua


emiri
AROBATI
RUI
mareta
eria
TEBANO
Bauro
tara
tobia
TIEN
TIOTI
akineti
MOTE

Dialogue
for Memorization:

Antai Aram?

A: Taiaoka Nao, antai aram?

B: Arau ________, ao ngkoe antai aram?

A: Arau _______.
Ao antai aran teuaanne/neienne?

B: Arana _______.

A: Antai aran teuaarei/neierei?

B: I aki ataia, ko konaa n titirakinna.

Some Names of Men:

Albert
Alexander
Andrew
Anthony
Bartholomew
Benjamin
Charles
Christopher
David
Edward
Elias
Francis
George
Henry
James
John
Joseph
Julius
Louis
Mark
Matthew
Michael
Moses
Nicolas
Patrick
Paul
Peter
Phillip
Stephen
Thomas
Walter
William

Some Names of Women:

Agnes
Amelia
Ann
Beatrix
Caroline
Dorothy
Emily
Elizabeth
Isabella
Jane
Juliana
Louisa
Lucy
Magdalen
Margaret
Martha
Mary
Sarah
Sophia
Susan
Therese

Some Additional Words:

my name, your name, his name, name of, our names, your names, their names
these men, those men, those men there
this man, that man, that man there
these people, those people, those people there
this woman, that woman, that woman there
those people

Taian ara ni mm'aane:

Arobati
Arekantara
Anterea
Antonio
B'arotorome
Beniamina
Tiaare
Kiritoba
Tawita
Etuati, Etuare, Etuete
Eria
Baraniko, Barantiti
Tioti
Eneri, Enere, Erene
Tiemti
Iaone, Tiaon, Ioane
Ioteba
Iuriuti
Rui
Mareko
Mataio
Maikare, Mikaere
Mote
Nikora
Bateriki, Baterika
Bauro
Betero, Bita
Biribo
Tebano
Taomati, Tooma, Tom, Taom
Waoreta
Wiriam, Uriam

Taian ara n aiine:

Akineti
Ameria
Anna
Beatirike
Karorina
Torotea
Emeri
Eritabeta
Itabera
Tien
Iuriana
Ruitia, Ruta
Rutia, Ruti
Matarena
Marekerita
Mareta
Maria, Meri, Mere
Tara
Tobia
Tuutana
Teretia

Taeka riki tabeua:

arau, aram, arana, aran, arara, aramii, araia
uaakai, uaakanne, uaakekei
teuaaei, teuaanne, teuaarei
naakai, naakanne, naakekei
neiei, neienne, neierei
aomata akekei

Translation of Additional Dialogues:

A: Excuse me folks, what are your names?

B: My name is _________.

C: And I'm __________.

D: My name is _________.

E: And me, my name is __________.

A: Excuse me folks, what are your names?

B: My name is __________.
The name of this man is _______, and this man,
__________, And the name of that man is _______.

Additional Activities: Using the additional vocabulary provided, as well as these new model dialogues, create new dialogues for different situations, using the Kiribati names you have chosen. Act them out with various members of your class.

Note:

Nao (sir), Neiko, Nei (Miss), and Naaka (you folks) are generally used as terms of address for attracting attention, as when someone isn't looking at you, and are not often used when you already have someone's attention. Neiko seems to have a connotation of familiarity when spoken by a man, especially a stranger.

Outside Activities: Practice these new name learning devices on people you meet, keeping a list of new names you encounter, especially those with no English counterpart.

Additional Dialogues:

Approaching a group:

A: Taiaoka naaka, antai aramii?

B: Arau ngai ________.

C: Ao ngai __________.

D: Arau ________.

E: Ao ngai arau ________.

One introduces the others:

A: Taiaoka naaka, antai aramii?

B: Arau ngai _______.
Aran teuaaei/neiei _______, ao teuaaei _______.
Ao aran teuaarei/neierei ________.

Grammar References: See the grammar sections on possessive pronoun suffixes and person demonstratives for a fuller explanation of the new vocabulary items.

REIREI UOUA

ANTAI ARAM?

HOW OLD ARE YOU?

Lesson Three

Objective: This lesson will familiarize you with some ways of talking about age - asking how old someone is, finding out who is older or younger than you, etc.

Activities:

1. Study the dialogue carefully, going over each sentence with your teacher so that you understand what each of the expressions means. Once you have grasped the meaning, assign the roles of the conversation and act them out.
2. Once you have acted out the dialogue, try putting similar questions to the members of your class. At this point you will need some help with the numbers for your responses, which you can get from your teacher and from the grammar sections on numbers. (p. 103 in the Grammar)

Translation of Dialogue:

How old are you?

John: Sir, whose son (child) is that?

Man: It is my son.

John: How old is he?

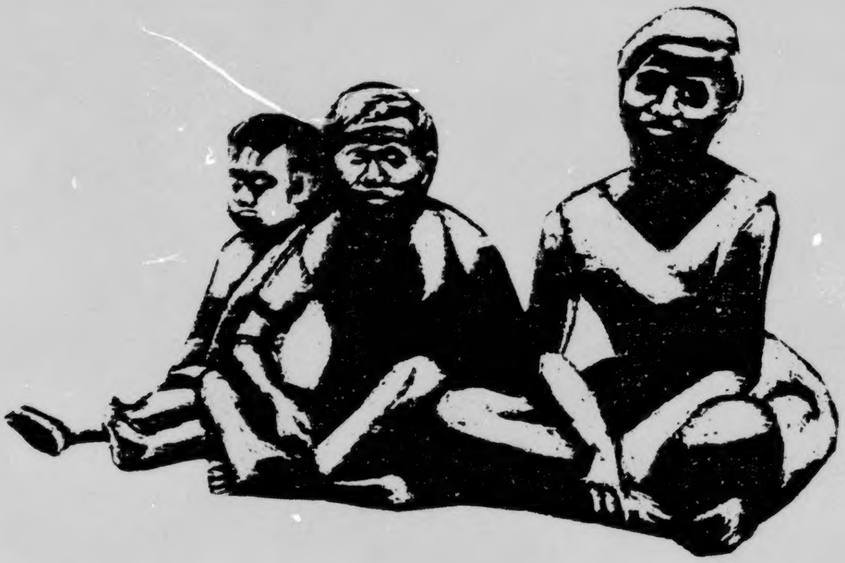
Man: I think he is about five or six.
I'll ask this woman if she knows.
'Woman', how old is this boy?

Woman: I think he is about six this year.
I'll ask his sister here.
Deborah, how old is Karianako now?

Deborah: I don't know. I'm nine now.

IRAUA AM RIRIKI?

Reirei Teniua



Dialogue
to Study:

Iraua am ririki?

Tiaon: Nao, ante natina anne?

Mm'aane: Bon natiu.

Tiaon: Ai iraua ana ririki?

Mm'aane: I taku b'a tao ai nimaua ke onoua ana ririki.
N na titirakina neiei b'a tao e ataia.
Neiko ai iraua ana ririki teuaaei?

Aiine: I taku b'a e a kani koro onoua n te ririki aei.
N na titirakina m'aanena aei.
Tebora ai iraua ngkai ana ririki Te Karianako?

Tebora: I aki ataia. Au ririki ngai ai ruaiua.

NOTE:

Before the name Karianako in the dialogue is the article Te. Often when a name is mentioned which has a meaning (karianako = in large quantity) a personal article will be used. See the section in the grammar on articles for more information on the use of this article. (Lesson 14, p. 87)

Additional Activities:	A continuation of the dialogue is provided. Study this continuation as you have studied the first part. When you understand it, try to write a parallel continuation, changing the content. Read your continuation to the class, and ask questions about the new content, like "how much older is the girl than her brother" in Kiribati.
Translation of Additional Dialogue:	

Deborah:	A! I just remembered it! He is now seven years old.
John:	This girl is two years older than this boy.
Man:	Yes, he's now seven years old.

Outside Activities:	Try putting your new skills to use in the community. I Kiribati are not embarassed by questions about age in general, so find out how old the people you come into contact with are. How old is an 'old man' in Kiribati? An 'old woman'?
Grammar References:	When asking about age you will be exposed to a variety of numbers. This is a good time to examine the grammar sections on numbers, and certainly to learn how to say your own age! (Lesson 16, p. 103)

Continuation of Dialogue:

Tebora: A! I a tib a uringga!
Ai itiua ana ririki.

Tiaon: E ikawai riki Neiei uoua te ririki nakon teuaaei.

Mm'aane: E eng, ana ririki teuaaei ngkai ai itiua.

REIREI TENIUA

IRAUA AM RIRIKI?

WHERE ARE YOU FROM?

Lesson Four

Objectives: This lesson is set on a plane, a first meeting. It is centered around the question of where you come from, and what you are doing. Explaining where you come from will probably come up often, and this lesson should prepare you with some possible ways of responding.

Activities: Study the dialogue well. Afterwards you should be able to ask and answer questions pertaining to the content, such as who comes from where, where they are going, what they will do, etc. (in Kiribati) Prepare a set of these questions to direct to the rest of your class.

Translation of Dialogue:

Where are you from?

Meeting on the plane

There are two men, one a teacher who is I Kiribati and one a Peace Corps Volunteer. They are sitting together. They have just met on the plane. The PCV begins the conversation...

Peter: Hello sir. What's your name?

Bara: Hello. My name is Baraniko, what's yours?

Peter: My name is Peter. Where are you from?

Bara: I'm from Abemama but I work on Tarawa. I work as a teacher and I'm taking my vacation with my parents on Abemama.

Peter: I'm going to Abemama too, to work.

Bara: Wait, where are you from?

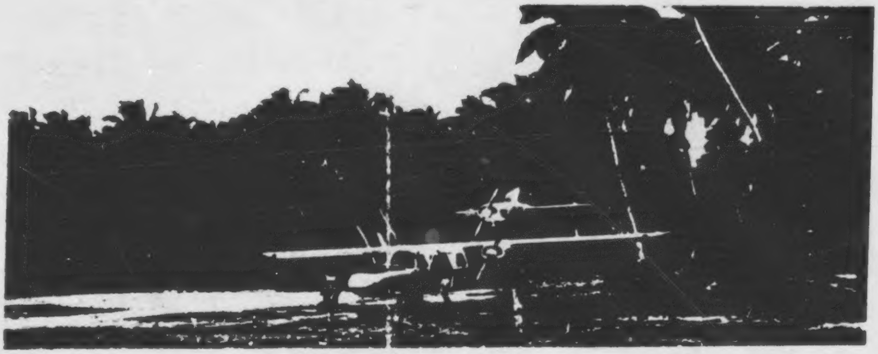
Peter: I'm from Florida in America, and I've come as a PCV, like the VSO from Britain.

Bara: Excuse me, what's your work on Abemama?

Peter: I'm going to work in agriculture there.

KAAIN IIA NGKOE?

Reirei Aua



Kaain iia ngkoe?

Dialogue for study:

Te kaaitiboo iaon te waanikiba

Iai uoman mm'ane, temanna te tia reirei ae boni kaaini Kiribati ao temanna te Peace Corps Volunteer. A uaia ni bootaki n tekateka. Ai tib'a te moan tai ae a kaaitiboo iai iaon te waanikiba. E moana te marooroo te Peace Corps Volunteer...

Bita: Nao ko na mauri. Antai aram?

Baraniko: Ko na mauri. Arau Baraniko ao ngkoe antai aram?

Bita: Arau Bita. Kaain iia ngkoe?

Baraniko: Boni kaain Abemama ngai ma I mm'akuri i Tarawa. Au mm'akuri bon te tia reirei ma N na nako ni motirawa irouia au karo i Abemama.

Bita: Ngai N na nako naba Abemama ni mm'akuri.

Baraniko: Taninga, ao kaain iia ngkoe?

Bita: Ngai boni kaain Florida i Amerika ao I roko b'a te Peace Corps Volunteer n aroia VSO mai Buritan.

Baraniko: Taiaoka, ao teraa am mm'akuri i Abemama?

Bita: N na mm'akuri n te ununiki ikekei.

Translation of Additional Dialogue:

Peter: And you, are you really from Abemama?

Bara: Yes, I'm Abemaman, but I was born on Tarawa.

Peter: Which island do you like better, Abemama or Tarawa?

Bara: I like Abemama better. There are too many people on Tarawa. I'm happier living on Abemama. And you, are you really from Florida?

Peter: No, I'm from Nevada, but I work as a carpenter in Florida.

Bara: Which place do you like better, Florida or Nevada?

Peter: I like Nevada better because there aren't so many people there either.

Bara: That's good, maybe we'll meet again sometimes on Abemama.

Peter: Yes, and thanks also.

Bara: Thank you too. We'll meet again later.

Additional Activities:

Study this additional dialogue until you understand it. Then rewrite it, using facts from your life for the life for the new content. Present your new dialogue to the class.

Outside Activities:

When you meet new people, find out where they are from, and let them know something of your background as well. See if you can detect distinctive accents from the different islands of the group, especially the differences between north and south.

Continuation of Dialogue:

Bita: Boni kaain Abemama ngkoe?

Bara: E eng, boni kaain Abemama ngai ma I bungiaki i Tarawa.

Bita: E ngaa te aba ae ko tangiria riki Abemama ke Tarawa?

Bara: I tangira riki Abemama. E rangi ni bati te aomata i Tarawa. I kukurei riki ni maeka i Abemama. Ao ngkoe, boni kaain Florida?

Bita: Tiaki, ngai boni kaain Nevada ma I mm'akuri b'a te kaabenta i Florida.

Bara: E ngaa te tabo ae ko tangiria riki Florida ke Nevada?

Bita: I tangira riki Nevada b'a e aki bati naba te aomata iai.

Bara: E raoiroi tao ti na boni manga kaaitiboo iaon Abemama n tabetai.

Bita: E eng, ko rab'a naba.

Bara: Ao ngkoe ko rab'a naba. Ti a manga kaaitiboo rimwii.

REIREI AUA

KAAIN IIA NGKOE?

MANEABA SPEECH

Lesson Five

Objectives:

You may have occasion to be invited to a maneaba, the village meeting house, and it would not be unlikely for you to be asked to give a short talk, explaining who you are and why you are there. This small monologue will provide you with a basic idea of what you might say.

Activities:

The monologue is to be memorized. When you have memorized it, present it to your class as if they were the people of the maneaba.

Translation of Monologue:

Maneaba Speech

Hello everyone. My name is __________. I am a Peace Corps volunteer from America. The Peace Corps is an organization of voluntary service in America, like the VSO from Britain.

I am very happy to have this chance to come to the Kiribati and to work with you. I hope that in the two years that I will stay here I will be of some help to you, and that you will help me to know more of your customs and country.

That's all I have to say - Thank you very much.

Note:

It is the custom when visiting a maneaba to bring a gift for the old men, the patriarchs of the village. This is called te mweaka or te moan nei, and is usually tobacco - ten sticks being considered appropriate. It can be presented to one of the old men, usually wrapped in paper, with the explanation that "this is for all of you".

TE KATEI N TE M'ANEABA

Reirei Nimaua

Monologue for Memorization:

Te Katei n te M'aneaba

Kam na mauri ni kabane. Arau bon ________. Ngai bon te Peace Corps Volunteer mai Amerika. Te Peace Corps bon te bootaki n ibuobuoki i Amerika n ai aroia VSO mai Buritan.

I rangi ni kukurei ngkai e konaa n reke au tai n roko iaoni Kiribati ao ni mm'akuri naba ma ngkamii. Au kaantaninga b'a inanon au tai ibuakomii ae uoua te ririki, ao N na kataia ni buokingkamii. N na boni buokaki naba n reirei aron amii katei ao katein abamii ae Kiribati.

Ti ngaia aanne ao kam rab'a.

Translation of Supplementary Dialogue:

Questions from the Group

Man: Excuse me, why have you Peace Corps Volunteers come here to Kiribati.

PCV: Truly, Peace Corps Volunteers are sent throughout the world. There are Peace Corps Volunteers in Asia, Africa, and many countries in the Pacific.

Man: And what is their work, the Peace Corps Volunteers?

PCV: They can do many jobs. There are some who work as teachers, some in construction, some in agriculture, some in fishing and other works.

Man: Thanks for your talk. We are very happy to meet with you.

Supplementary Activities:

Study this additional dialogue. It provides a model for the kinds of questions which might be asked by a group who have just heard your speech. Try asking similar questions of your classmates after they give their talks, acting the roles of the Kiribati listeners and the Peace Corps Volunteer.

Outside Activities:

The monologue you have memorized should come in handy in a number of situations you encounter when meeting new people. Try using all or part of it in response to questions of who you are and what you are doing. What other questions do you meet with which your talk doesn't cover?

Supplementary Dialogue:

Titiraki mairouia te bootaki

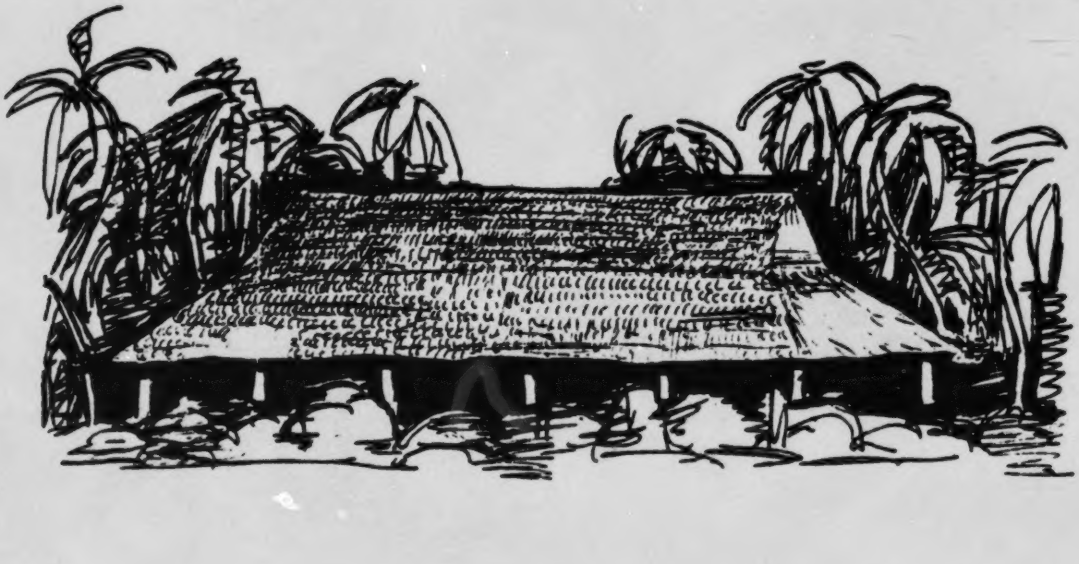
mm'aane: Taiaoka, bukin teraa ngkai kam nakomai Peace Corps Volunteers nako Kiribati?

PCV: E koaua, a kanakoaki Peace Corps Volunteers nakon aaba nako n te aonnaaba aei. Iai Peace Corps Volunteers i Aatia, Aberika ao aaba aika a bati n te Betebeke.

mm'aane: Ao kaanga teraa aia mm'akuri Peace Corps Volunteers?

PCV: A bati aia mm'akuri ae a konaa ni karaoia. Iai aika a mm'akuri b'a taan reirei, taani kateitei, taan ununiki, taan akawa ao mm'akuri riki tabeua.

mm'aane: Ko rab'a n am taeka. Ti rangi ni kukurei ni bootaki ma ngkoe.



HOW LONG?

Lesson Six

Objectives:

This lesson will teach you something about time - questions as to how long you've been somewhere, names of the days of the week and months of the year, and similar expressions. You will also get some additional practice with the numbers.

Activities:

Study the dialogue, paying special attention to the way of asking "how long". Using the calendar, create a new set of questions to direct to your class, along the lines of: 'I arrived here on Tuesday, March 3, and I'll be leaving the 2nd of April. How long is my stay?', etc. (In Kiribati, of course!)

Translation of Dialogue:

How Long?

Maria: How do you do sir. I think this is the first time we've met. How long have you been here?

Paul: It's true. I just arrived here last Friday. Today is Sunday, so I've just been here for three days.

Maria: And how long are you going to stay here?

Paul: Not long. I'll be here until the month of March. Maybe I'll leave in the first week of March. Perhaps about three more weeks.

Note:

In English, when giving the date, we use the ordinal numbers - the first of March, the third of June, August fifth. In Kiribati, however, the cardinal series is used, March 4 = aua ni Maati (four of March), April 17 = tebwi ma itiua n Eberi (seventeen of April), without the article.

MAANRA?

Reirei Onoua

MAATI

Moanibong	Kauabong	Katenibong	Kaabong	Kanimabong	Kaonobong	Taabati
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

EBERI

Moanibong	Kauabong	Katenibong	Kaabong	Kanimabong	Kaonobong	Taabati
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Dialogue
for Study:

Maanra?

Maria: Nao, ko na mauri. I taku b'a aio ara moan tai ni kaaitiboo. Ai maanra ngkoe ikai?

Bauro: E koaua. I roko ikai n te Kanimabong aei. Te bong aei bon te Taabati are nanona b'a ai tib'a tenibong au bong ikai.

Maria: Ao a na maanra ngkoe n tiku ikai?

Bauro: I aki maan. N na tiku ikai ni karokoa te nam'akaina ae Maati. Tao N na kiitana ikai ni moan wiikin Maati. Tao ai ti teniua riki te wiiki.

Translation of Supplementary Vocabulary:

yesterday
today
tomorrow

this coming
last

day
week
month
year

Note:

The days of the week and the months should need no translation. Notice the construction of the names of the days. They are the ordinals before the word 'day': the first day, the second day, etc. The word for Sunday is Taabati = Sabbath. (Be careful of Tuesday, the second day- it's Kauabong, not Kauouabong!) The names of the months are taken from the English.

Supplementary Activities:

Using this new vocabulary, extend and expand the dialogue you have studied by writing a new one. You might try presenting a narrative and following it up with time questions relating to the content. It's important to become quickly familiar with the days of the week and months. Memorize them and practice them regularly.

Outside Activities:

The question of 'how long' is one that comes up frequently in conversation. Find out how long the people you meet have lived on the island, how long a visitor intends to stay, how long someone has been working on something, etc.

Supplementary Vocabulary:

ngkoananoa
n te bong aei
ningaabong

ae e na roko
ae e nako

te bong
te wiiki
te nam'akaina
te ririki

Bongin te wiiki:

Te Moanibong
Te Kauabong
Te Katenibong
Te Kaabong
Te Kanimabong
Te Kaonobong
Te Taabati

Te Nam'akaina:

Tianuare
Beberuare
Maati
Eberi
Meei
Tuun
Tuurai
Aokati
Tebetemb'a
Okitob'a
Nobemb'a
Ritemb'a

Additional Note:

Notice that bong may also be used as a numeral classifier, so that in the dialogue, three days = tenibong. See the grammar on numeral classifiers.

REIREI ONOUA	MAANRA?

WHERE DO YOU LIVE?

Lesson Seven

Objectives:

This lesson teaches you how to ask someone where they live, and how to tell someone where you live. This sort of situation should occur frequently in your stay in Kiribati, as it is a common topic of conversation; so try to learn it well!

Translation of Dialogue:

Where do you live?

Tom: Hello Henry! Where have you been?

Henry: I've been away quite a while. This is my first return visit.

Tom: Really! And where are you living?

Henry: I'm living on Tarawa. I work for the Ministry of Education. What about you, do you still live in the same village?

Tom: Not now. I live in Teaoraereke. I'm just building my house there. I've just about finished thatching the roof. You should make time to see it.

Henry: Yes, I'd like to see it. But where is it located?

Tom: It's near the Maneaba at Teaoraereke.

Henry: Good. I'll make some time to see it.

Tom: Enough then, we'll meet again.

Henry: Yes, good-bye.

Activities:

Study the dialogue well. When you understand it, answer the questions on the following page. See if you can think of additional questions on the dialogue and ask them of your class.

KO MAEKA IAA?

Reirei Itiua

Dialogue for Study:

Ko maeka iaa?

Toma: Ko na mauri Eneri! Ko mena iaa n taai aika a nako?

Eneri: I a kamani kiitana ikai. Ai bon tib'a okiu aei.

Toma: E koaua! Ao ko maeka iaa?

Eneri: I maeka i Tarawa. I mm'akuri n te Bootaki n Reirei. Ao ngkoe, ko boni maeka naba n am kaawa aarei?

Toma: I a aki ngkai. I a manga maeka i Teaoraereke. I a tib'a katea au auti iai. E a kani bane rauna n toka. Karekea am tai n nooria.

Eneri: E eng, I rangi ni kan nooria - b'a e mena iaa?

Toma: E kaan ma te m'aneaba i Teaoraereke.

Eneri: E raoiroi. N na karekea au tai n nooria.

Toma: E tau ti a manga boo.

Eneri: E eng, ti a boo.

Translation of Questions:

Questions

Where does Henry live now?
Where did he live before?
And his friend, where does he live now?
Has he lived there long?
Who lives in Teaoraereke?
Who lives on Tarawa?
Is the thatching of the house finished?
Is Tom's house near the maneaba?

Additional Activities:

Ask the additional questions of your class, and take turns answering them. Make up similar questions about where people live and put them to your class. Try changing the pronouns: "Where do I live" "Where does he live?" Where do we live?" and so on.

Note:

Names of places must be preceded by the locative particle i in sentences like "I live in America" - "I maeka i Amerika." When you speak of coming from a place, use mai: I roko mai Teaoraereke. = I come from Teaoraereke.

Outside Activities:

You should try to put into practice your new conversational skills with people you meet. Ask them about others. Find out where people you know in common are from. How long have they lived there? And before that?

Translation of Additional Questions:

These questions should be fairly transparent by now. Only one or two words are new. Get in the habit of referring to your glossary and/or dictionary if you have one. Keep up your listing of new vocabulary on the pages provided. Vocabulary is the key to the language!

Questions to Answer:

Titiraki

E maeka iaa Eneri ngkai?

E maeka ngkoa iaa?

Ao are raoraona, e mena iaa ngkai?

E a maan ni maeka ikekei?

Antai ae e maeka i Teaoraereke?

Antai ae e maeka i Tarawa?

E a tia ni bane raun te auti?

E kaan te m'aneaba nakon ana auti Toma?

Additional Questions:

Taian Titiraki Riki

Ko maeka iaa?

N te kaawa ke n te marenaua?

E ngaa ae ko tangiria riki?

I maeka n te kaawa.

I maeka iaa?

E maeka n te marenaua.

E maeka iaa?

Iai ae ko kinaa ae e maeka ikai?

A maeka iaa am utuu?

Ao im'aain aanne?

THE FAREWELL

Lesson Eight

Objectives:

The topic of this lesson is 'farewell' - leaving somewhere to go somewhere else. At the end of this lesson you should have some things to say about someone's leaving, and some things to say to someone leaving as well. Try to pick out and memorize some of the more appropriate expressions.

Activities:

Study the dialogue well, then take a partner from your classmates and rewrite the story as a narrative, changing the names of the characters and islands. (Your teacher can supply you with the names of the islands if you haven't learned them by now.) Read your narrative to the class, and see if they can follow your version. Make corrections where necessary.

Translation of Dialogue:

The Farewell

Charles is about to leave Tarawa from Nikunau today. All of his things are ready and he is waiting for his friend by the side of the road. Soon one of his friends comes along.

Louis: Hello Charles. Where are you going?

Charles: I'm going to Nikunau today.

Louis: You haven't been here long and you're already going!

Charles: That's true, but there's nothing I can do about it!

Louis: Well, I hope we'll meet again someday.

Charles: Yes, maybe someday.

Louis: Well then, good-bye - have a good trip.

Charles: Thanks, Louis. Good-bye again.

Louis: Good-bye.

Additional Activities:

Study the continuation of the dialogue. Now try to write a different continuation, changing the circumstances. For example, another friend looking for Charles the next day -Too late! he's already gone, etc.

Translation of Continuation of Dialogue:

Later, Louis meets another of his friends, also alongside the road.

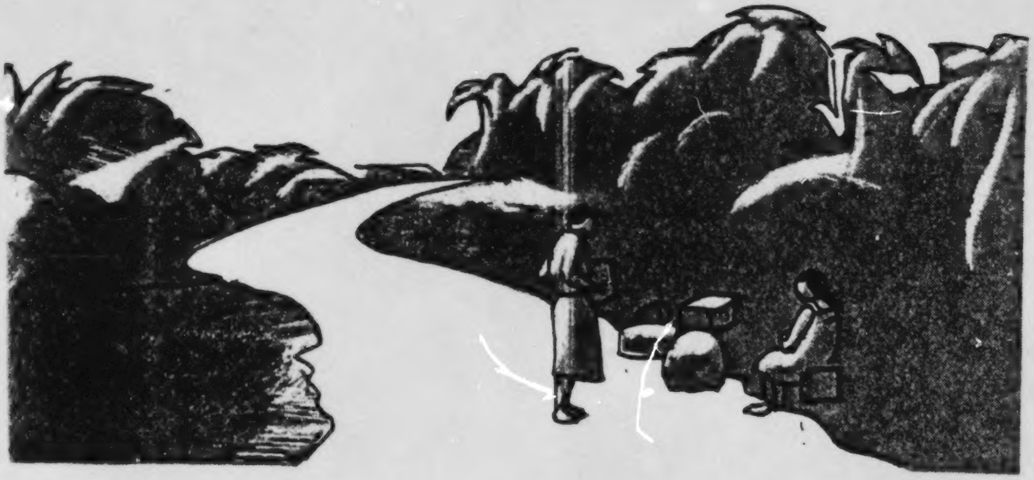
Lila:	Louis, have you seen Charles?
Louis:	Yes, I just met with him on the road. He's going to Nikunau again.
Lila:	About how long ago? I'd very much like to see him before he goes.
Louis:	Only about ten minutes ago. I think he's still standing by the side of the road.
Lila:	Good - First I'll go meet with him before he leaves.
Louis:	We'll meet again.
Lila:	Good-bye.

Outside Activities:

Try to find occasion to witness some farewells. A good place is at the airport. How do I Kiribati treat these situations? Is there a lot of kissing and hugging? Tears? Handshakes. You'll probably discover some difference between Kiribati and American customs in this area. Bring back a report on your discoveries and compare with your classmates.

TE KARAAURE

Reirei Waniua



Dialogue for Study:

Te Karaaure

E nang kiitana Tarawa Tiaare n nako Nikunau n te bong aio. A tauraoi ana b'ai ni kabane ao e a tataningaa raona irarikin te kawai. E bon aki maan ao e a roko raoraona temanna.

Rui: Ko no mauri Tiaare. Ko na nakea?

Tiaare: N nangi nako Nikunau n te bong aei.

Rui: Ko tuai ni maan ikai ao ko nangi nako naba!

Tiaare: E koaua ma e na kangaa!

Rui: E tau ma au kaantaninga b'a ti na manga kaaitiboo n te bong teuana.

Tiaare: E eng tao n te bongi teuana.

Rui: E tau ma ti a manga boo ao e na kab'aia am m'ananga.

Tiaare: Ko rab'a Rui. Ti a manga boo naba.

Rui: Ti a boo.

Continuation of Dialogue:

Imwiina ao e a manga kaaitiboo Rui ma raoraona temanna irarikin naba te kawai:

Riira: Rui, ko a tia ni kaaitiboo ma Tiaare?

Rui: E eng, I a bon tib'a boo naba ma ngaia irarikin te kawai. E nangi manga nako Nikunau.

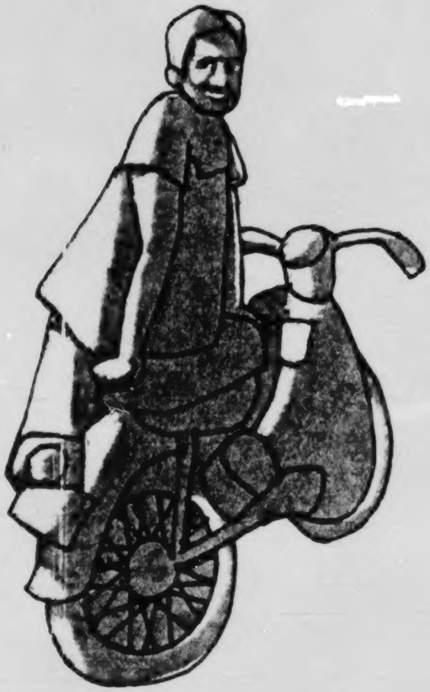
Riira: Tao ai maanra n nako? I rangi ni kani kaaitiboo ma ngaia im'aain nakona.

Rui: Tao ai tib'a tebwina te miniti n nako. I taku b'a are e bon teitei naba irarikin te kawai.

Riira: E raoiroi ma N na nako moa ni kaboo ma ngaia im'aain nakona.

Rui: Ti a manga boo.

Riira: E eng, ti a boo.



THE LANGUAGE LEARNER

Lesson Nine

Objectives:

This lesson supplies you with a number of phrases you will find useful in explaining your language learning status, and thus in getting help with your language learning program. After mastering this lesson, you should be able to let someone know your level of competence in Kiribati, as well as to request certain kinds of assistance from them.

Activities:

Memorize the monologue. To practice the sentences write a dialogue based on these sentences. Choose a partner to help you prepare and play it out for the class.

Translation of Monologue:

The Language Learner

Excuse me, I don't understand.

I'm not yet good at speaking Kiribati, because I'm just learning.

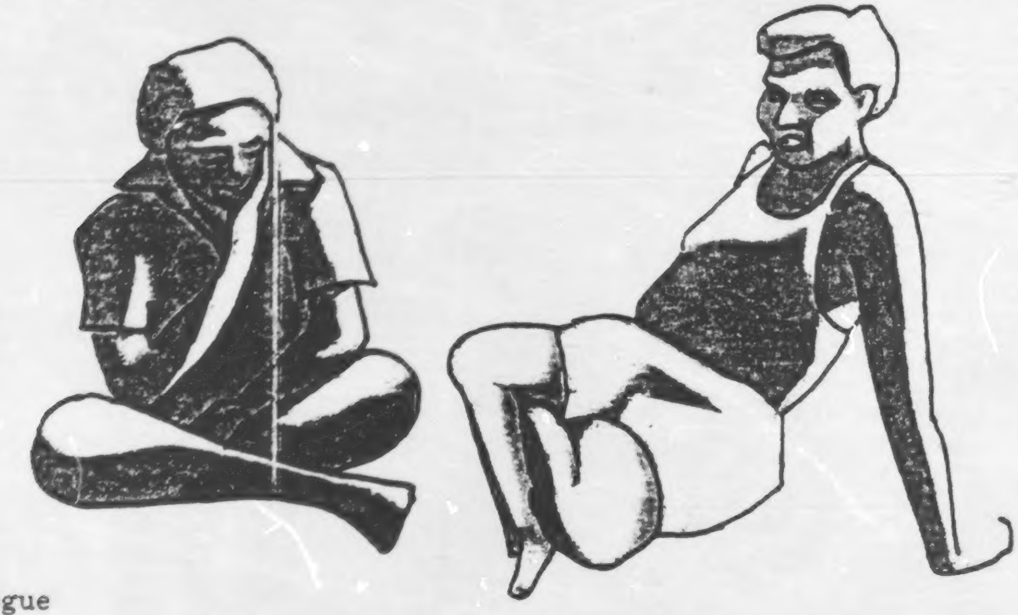
I hope to learn quickly.

Please speak slowly, and don't use difficult words, so that I can learn more quickly.

Thank you.

TE TIA KAN TAETAE

Reirei Ruaiua



Monologue
for
Memorization:

Te tia kan taetae

Taiaoka b'a I aki oota.

I tuai n rabakau raoi n te taetae ni Kiribatí b'a I a tib'a reirei.

Bon au kaantaninga b'a N na waetata n rabakau.

I a butiiko ma kawiremweko riki n taetae ao tai kaboonganai taeka aika a kangaanga b'a I aonga ni waetata n rabakau.

Ko rab'a.

Supplementary Activities:

Study the supplementary dialogue, which is a possible continuation of your monologue. It presents a not too uncommon situation of not being understood and not understanding what someone says. In this case it is a correction of the improper use of a word. Try acting it out.

Translation of Supplementary Dialogue:

A: Can you speak Kiribati?

B: Not really because I'm just learning.

A: You seem to be good at it.

B: Not yet, I only recognize some words.

A: You know some words.

B: What's that? Don't speak so fast.

A: I said you only know some words, not recognize some words.

B: I don't understand.

A: I just realized that you really don't speak Kiribati yet.

B: What's that again?

A: That's enough, good-bye.

B: Good-bye.

Note:

Pay attention to the underlined words in the Supplementary dialogue. kinai means 'know, recognize' when used with people, but isn't used with things. Atai means 'know' when used with things. Don't confuse them like the speaker in the dialogue!

Outside Activities:

Get into a conversation with some children. Ask them to speak more slowly. Try the same thing on older people. See if you can notice a difference in their responses.

Supplementary Dialogue:

A: Ko rabakau n taetae ni Kiribati?

B: I tuai raoi b'a I a tib'a reirei.

A: Titeboo ma ae ko bon rabakau.

B: I tuai, I ti kinai taeka tabeua.

A: Ko atai taeka tabeua.

B: E kangaa? Tai kawitatako.

A: I kaangai ko ti atai taeka tabeua, tiaki kinai taeka tabeua.

B: I aki oota.

A: I a tib'a ataia b'a ko nangi tib'a reirei te taetae ni Kiribati.

B: E kangaa?

A: E a tau ma ti a boo.

B: Ti a kaboo.

REIREI RUAIUA	TE TIA KAN TAETAE

WHAT'S IT IN KIRIBATI?

Lesson Ten

Objectives:

This lesson provides you with some additional tools for learning the language from people you meet. You'll learn how to say the letters of the alphabet, ask the names of things and how to spell them, and how to say something you only know the English for.

Activities:

The dialogue in this lesson is full of blank spaces. Take turns with your teacher filling in the blanks and continuing the dialogue appropriately. Once you have the idea you can try it with your classmates. Use the pictures found later in the lesson, others around the room and objects which are handy, to provide the props for your questions.

Translation of Fill-in Dialogue:

What's it in Kiribati?

A: What's the word __________ in Kiribati?

B: The word __________ in Kiribati is ____________.

A: It's _____________?

B: Yes, that's it.

A: Can you use it in a sentence?

B: Yes, ____.

A: Thank you.

B: You're welcome.

A: And what's the name of that thing in Kiribati?

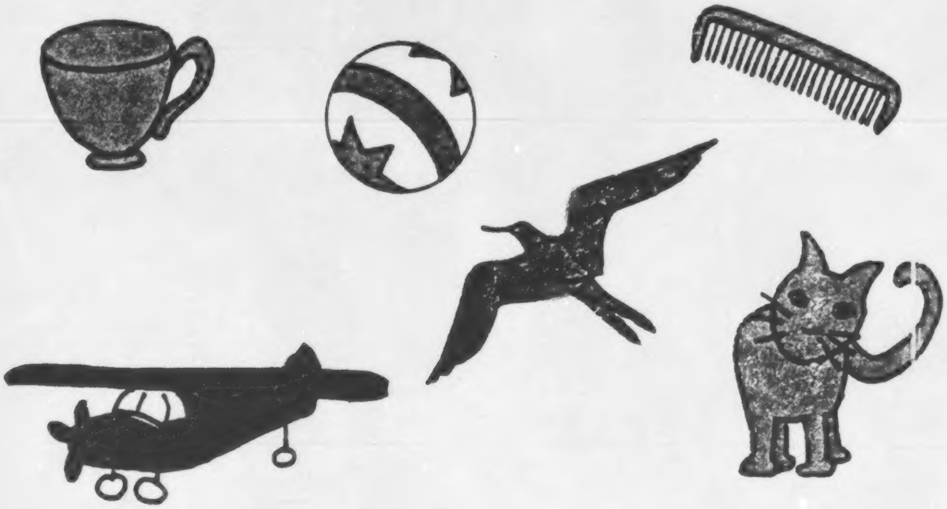
B: A _______________.

A: A _______________?

B: No, a ____________________.

TERAA N TE TAETAE NI KIRIBATI?

Reirei Tebwina



Fill-in
Dialogue:

Teraa n te taetae ni Kiribati?

A: Teraa n te taetae ni Kiribati te taeka ae _________?

B: Te taeka ae _______ n te taetae ni Kiribati bon _____.

A: Aia __________?

B: E eng, ngaia.

A: Ko konaa ni kaboonganaa inanon te kibu n taeka?

B: E eng, ______________________________________.

A: Ko rab'a.

B: Te raoi.

A: Ao teraa aran te b'ai arei n te taetae ni Kiribati?

B: Te __________.

A: Te __________?

B: Tiaki, te __________.

The Sounds of the Alphabet:

The names of the vowel sounds: a = ah, e = eh, i = ee, o = oh, u = oo.
The names of the nasal sounds: m = mm, n = nn, ng = ngg.
The names of the consonants: b = bee, k = kee, r = ree, t = see, w = wee.

A	B	E	I	K	M	N	NG	O	R	T	U	W
ah	bee	eh	ee	kee	mm	nn	ngg	oh	ree	see	oo	wee

Note:

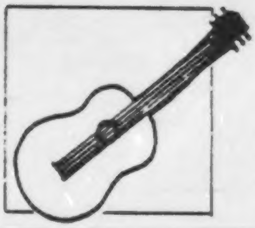
When the alphabet is recited, b' and m' are not included separately. When the language was first written by Bingham in the mid 18th Century he used the alphabetical order: a e i o u m n ng b k r t w. If you find a copy of his dictionary, this is the order in which the words appear. In modern times the order used is like the English.

Translation of
Fill-in Continued:

A: Can you spell it?
B: Yes, ______________.
A: ____________________?
B: Yes, that's it.
A: Thanks very much.
B: You're welcome.

Outside Activity:

Take a walk with an I Kiribati companion, a sort of identification hike. Ask the names of the things you see along the way, and keep a list of them. Ask how they are spelled. Report your findings. You'll find that keeping a list of the new words you learn is a great aid to vocabulary building. Add these 'outside' words to the vocabulary pages you keep at the end of each lesson.



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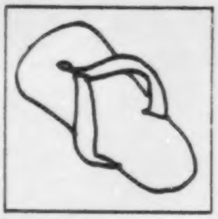

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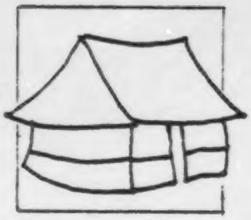

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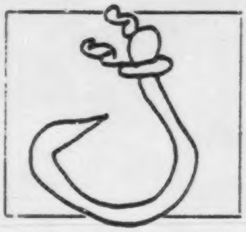

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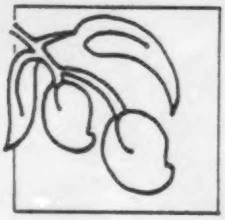

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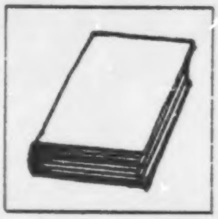

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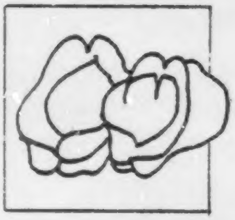

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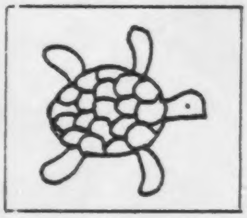
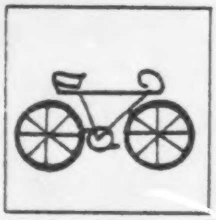
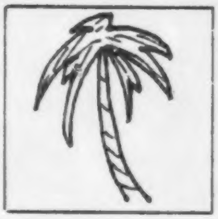


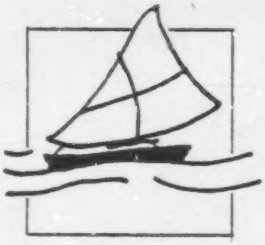
8. __________



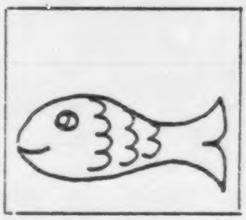
9. __________



10. __________



11. __________



12. __________

Fill-in
Continuation:

A: Ko konaa n tiberanna?
B: E eng, ____________.
A: ____________________?
B: E eng, boni ngaia anne.
A: Ko bati n rab'a.
B: Te raoi.

REIREI TEBWINA	TERAA N TE TAETAE NI KIRIBATI?

CONVERSATION

Lesson Eleven

Objectives: This lesson will give you practice asking for the meanings of words, and also give you some idea of the importance of 'talking about talking' in Kiribati culture. By the end of the lesson you should be able to ask for the meaning of a word you don't know, and have learned a number of new words about language.

Activities: Study the Note and dialogue. An additional list of words related to speech in Kiribati is provided on the following pages. Practice your new question by asking your teacher for the meanings of some of these words. Keep track of your new vocabulary along with the regular lesson vocabulary, on the pages provided.

Translation of Dialogue:

CONVERSATION

Anna: Please Paul, what's the meaning of the word 'conversation'?

Paul: That word is used when a group of people sit around talking to each other.

Anna: Are there other words similar to 'conversation'?

Paul: Yes, there's 'conferring', 'story-telling', 'sweet-talking', and many more words like that.

Anna: And what's the meaning of 'conferring'?

Paul: That word is used when a group of people gather together to discuss employment, promotion, or similar topics.

TE MAROOROO

Reirei Tebwi Ma Teuana

Dialogue for Study:

Te Marooroo

Aana: Taiaoka Bauro, teraa nanon te taeka ae 'marooroo'?

Bauro: E kaboonganaaki te taeka anne ngkana a bootaki uoman aomata ke a m'aiti riki n taetae ni kawai temanna nakon temanna.

Aana: Iai riki taeka tabeua aika titeboo nanoia ma te taeka ae 'marooroo'?

Bauro: E eng, iai 'kaboowi', 'karaki', 'kareke-nano'; A bati riki taeka n aron akanne.

Aana: Ao teraa nanon 'kaboowi'?

Bauro: Te taeka anne e kaboonganaaki ngkana a bootaki tabeman aomata ni baairea taekan tao te mm'akuri ke te karikirake ke b'aai riki tabeua.

Taraia:

Te marooroo bon te moa ni b'ai ni maiuia kaaini Kiribati. Ngkana ti nooria ao a boni m'aiti taeka ake a konaa ni kab'arab'araa kaanga aron te taetae b'a e kangaa. Ngkana ti taraiia aomata n te m'aneaba ao ti konaa n ataia b'a naake a rangi n atatai n aron te taetae ao naake a atongaki b'a taan rabakau n otooto a konaa n anganaki aia tabo ae kaanga a na rine riki iai ibuakoia aomata.

Note: (Cultural):

Conversation is of great importance in the life of Kiribati people. If we look, we can find many words which describe their ways of speaking. When we see the people in the maneaba, we realize that those who are skilled in speaking, and those who are said to be skillful composers, are given positions of honor.

Translation of Additional Dialogue:

Anna: And story-telling?

Paul: That one's almost like conversation, except that there's the story, maybe from a book or the news, told from one person to another or to the group.

Anna: That's clear. How about 'sweet-talking'?

Paul: That's used for a conversation between a man and a woman, especially when the man's in love with her.

Anna: Thanks very much. I've just learned a lot about Kiribati. You're very skilled at translating the meanings of words.

Paul: I'm really not very skilled - just a little.

Outside Activities:

Utilize your opportunities for vocabulary building. Carry a small notebook to keep track of new acquisitions. Memory is notoriously short under some circumstances. so you'll usually be happy to have written it down.

Additional Activities:

Study the additional dialogue. You should now be able to create similar dialogues using the new words you have learned from your teacher and the accompanying list. Write out a new dialogue, using meanings for new words and present it to your class.

Additional Dialogue:

Aana: Ao karaki?

Bauro: Anne boni kan titeboo ma marooroo ma iai te karaki tao man te boki ke te rongorongo ae e taekinna temanna nakon temanna ke temanna nakoia aika a m'aiti.

Aana: E a oota anne, ao 'kareke-nano'?

Bauro: Te taeka anne e kaboonganaaki ibukin te mm'aane ao te aiine aika a marooroo ngkana iai nanon te mm'aane iroun te aiine.

taetae ni Kiribati. Ko rangi n rabakau ni kab'arab'arai nanon taeka.

Bauro: I aki bati n rabakau - ti teutana.

Additional Vocabulary:

b'anaa taekeeke
b'anaa buubura
b'anaa bangubangu
wiirikiriki
wiwitoka
wiitata
witokatoka
wiwitata
wiimatoa
wiikateke
wiirebwerebwe
taetae n aakoi
maningoongoo
b'aab'arantiko
kab'araria
manikangare

REIREI TEBWI MA TEUANA TE MAROOROO

I DON'T UNDERSTAND

Lesson Twelve

Objectives: This lesson gives you some practice with situations of remembering, forgetting, and not understanding, all of which come up fairly frequently in the course of daily events. By the end of this lesson, you should 'remember' how to say these words, and be able to signal to someone your particular problem - be it not remembering or not understanding, etc.

Activities: This dialogue is intended to be acted out in class. Once you realize that it is a somewhat humorous and not too impossible situation, you should find it a little easier to act out the roles realistically. Find a partner, and make sure you understand before going ahead!

Translation of Dialogue:

I don't understand

A: I don't understand.

B: What don't you understand?

A: I don't understand what you said.

B: You don't understand what I said?

A: Right, what was it you said?

B: When?

A: What you asked me.

B: What was it I asked you?

A: I've forgotten it.

B: You forgot it?

A: Yes, what was it? Don't you remember your question?

B: I don't know. I don't remember my question.

A: That's enough, it's no use. Forget it - and thanks!

B: Okay. We'll forget it - you're welcome.

I AKI OOTA

Reirei Tebwi Ma Uoua

Dialogue
for
Dramatization:

I aki oota

A: I aki oota.

B: Ko aki oota n teraa?

A: I aki oota n te b'ai are ko taekinna.

B: Ko aki oota n te b'ai are I taekinna?

A: E eng, b'a teraa te b'ai are ko taekinna?

B: Ae e ngaa iai?

A: Are ko titirakinai.

B: B'a e kangaa ngkoa au titiraki nakoim?

A: I a manga m'aninga.

B: Ko a manga m'aninga?

A: E eng, b'a teraa ngkoa? Ko aki uringa am titiraki?

B: Ai ngkam I a aki uringa au titiraki aarei.

A: E tau akea boongana. M'aninga taekana ao ko rab'a.

B: E koaua. Ti a m'aninga taekana ao te raoi naba.

Additional Activities: Study the supplementary dialogue. Use it as a frame into which you can put new words and phrases, and act out some of these. The dialogue has two possible endings - one where you know the answer and one where you don't.

Translation of Additional Dialogue:

A: Do you remember how to say _______ in Gilbertese?

I B: Yes, I remember.
A: So what is it?
B: It's _________.

II B: No, I forget.
A: Is it _______?
B: Yes! I think that's it.

Additional Dialogue:

A: Ko uringa b'a e kangaa te taeka ae _______ n taetae ni Kiribati?

I B: E eng, I uringga.

A: Ao e kangaa?

B: Bon(i) _______.

II B: I aki, I a m'aninga.

A: Bon(i) _______?

B: E eng, boni ngaia!

REIREI TEBWI MA UOUA	I AKI OOTA

SOME HELP

Lesson Thirteen

Objectives: This lesson will give you practice with a very useful activity: asking for help with your Kiribati! By the time you're done you should be able to ask for help, check on whether you've said something correctly or not, and find other ways of saying something, which might be more common, or easier to say or understand.

Activities: This dialogue is a teacher-student dialogue. Memorize the student's lines, then add sentences of your own construction to them, forming the questions which you will put to your teacher. Your teacher will provide the answers, and tell you whether your sentences are correct, and give other possible ways of saying them.

Translation of Dialogue for Fill-in:

Some Help

I Student: Please, I'd like some help with my Kiribati.
Teacher: Fine, what can I help you with?

II Student: Are there any errors in this sentence?
________________________.

a. Teacher: That's very correct, but you can also say
________________________.

b. Teacher There's a slight error there. It should be
____

III Student: Is there another way to say
________________________?

Teacher: Yes, you can say ________________,
or ________________________.

IV Student: Thanks very much for your help.
Teacher: You're welcome.

TE IBUOBUOKI

Reirei Tebwi Ma Teniua

Dialogue for Memorization and Fill-In:

Te Ibuobuoki

I	A:	I a butiiko b'a ko na buokai n au taetae ni Kiribati.
	Tia Reirei:	E raoiroi ma teraa ae N na buokiko iai?
II	A:	Iai buren au kibu n taeka aei? ________________________________?
a.	Tia Reirei:	E rangi n eti ke ko konaa naba n taekin taeka akanne ni kangai: ________________________________.
b.	Tia Reirei:	Iai buren am taeka teutana. E kaangai- ________________________________
III	A:	Iai riki te anga ae e konaa n taekinaki iai? ______________ ________________?
	Tia Reirei:	E eng ko konaa ni kaangai __________, ke ____________________________.
IV	A:	Ko bati n rab'a ibukin am ibuobuoki.
	Tia Rerei:	Te raoi.

Additional Activities: Based on the preceding exercise, write a short narrative describing the situation of asking for help or correction, the teacher's response, etc. When you have finished, present it to the class, noting any corrections your teacher may suggest.

Outside Activities: As you should have developed some skill in asking for corrections based on your work on the past few lessons, you should now be able to bring these skills into your outside experiences using Kiribati. Check on the grammaticality of sentences you construct with I Kiribati speakers - ask them to correct you, and to offer 'more Kiribati' ways of saying some of the things you attempt. Keep a record of the alternative ways of saying things which are suggested to you. Writing them down gives you practice in a number of useful skills -- Spelling, grammar, and comprehension to name a few.

THE FAMILY

Lesson Fourteen

Objectives: This lesson will give you the tools to talk about a family-the names of the different relationships and something about the Kiribati way with family matters.

Activities: Study the dialogue, paying special attention to the new vocabulary. Now retell a portion of it as a descriptive narrative - a story about someone's family. Use photographs as helpers whenever you can.

Translation of Dialogue:

The Family

David: Can you tell me about your family?

Albert: Sure I can. Now that old man is my grandfather whose name is Eria. His wife, my grandmother is now at Maiana. The man he is speaking with is his son, my father.

David: And who is that woman?

Albert: Ah, that's my aunt, and her name is Sarah.

David: And that girl there?

Albert: She is my niece. She lives with us, but her parents live in the Solomons.

David: Your family is quite big. Is it usual in the Gilberts to have large families?

Albert: Yes, usually. I have eight children, five daughters and three sons. I have a brother who has ten children.

David: And how many generations live in your house?

Albert: Four - my grandparents, my parents, my wife and I, and our children.

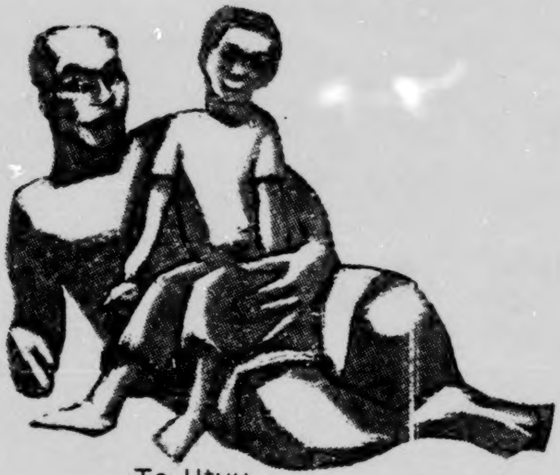
David: Where do your ancestors come from?

Albert: They come from Onotoa. My mother-in-law is also from there.

TE UTUU

Reirei Tebwi Ma Aua

Dialogue for Study:



Te Utuu

Tawita: Ko konaa ni kaongoraeai taekan am utuu?

Arobati: E eng, I konaa. Aia, te unimm'aane arei bon tibuu ao arana Eria. Kaain abana are tibuu te unaiine e mena i Maiana ngkai. Te mm'aane are e taetae ni kawai ma ngaia bon natina ae tamau.

Tawita: Ao antai te aiine aarei?

Arobati: A, bon ai tinau ao arana Tara.

Tawita: Ao te teeinaiine aarei?

Arobati: Ai natiu. E maeka iroura b'a ana karo a maeka i Toromon.

Tawita: Bon te utuu ae e buubura am utuu. Bon aroia I Kiribati aika a bati kaain aia utuu?

Arobati: E eng, bon angiia. Iai waniman natiu - niiman aiine ao teniman mm'aane. Iai tariu ae tengaun natina.

Tawita: Ao iraroro te roro aika a maeka n am auti?

Arobati: Aroro b'a tibuu, au karo, ngai ma buu ao ai natira.

Tawita: A roko maiia am bakatibu?

Arobati: A roko mai Onotoa. Ao tinan kaain abau e roko naba mai Onotoa.

Translation of Related Vocabulary:

ancestors	great grandparents
grandparents	parents
children	father
mother	father-in-law
mother-in-law	nephew (my)
niece (my)	aunt (my)
uncle (my)	my opp. sex sibling
my same sex sibling	my cousin
eldest	youngest
adoption	first born
only child	twins
bachelor	spinster
married woman	married man
my wife	my husband
living	dead
married (marry)	

Additional Activities: Using the related vocabulary, and the dialogue as a guide, prepare a narrative about your own family. Use any pictures you may have - maybe in your wallet? Present your talk to the class and answer any questions they may have.

Outside Activities: Next time you visit a family, find out what the relationships of the various members are. See if you can prepare a family tree.

Cultural Note:

Adoption is very common in Kiribati and has been a significant feature of Kiribati family life for ages. Often an elderly couple will adopt their own grandchildren, or if they have no children of their own, will adopt some from a close family. This frees a young couple from some of the burdens of child raising at a time when they have still limited resources, while giving an elderly couple someone to assist them in their household.

Related Vocabulary:

bakatibu
tibu
ataei
tina
tina (mairouni buu)
ai natiu (te aiine)
ai tamau
tariu
ikawai
te tabetabe
te riki temanna
te roronga
aiine n uma
buu, kaainabau (otab'aa)
maiu
iein

tibu toru
karo
tama
tama (mairouni buu)
ai natiu (te mm'aane)
ai tinau
m'aaneu
ai tariu
te bina
te karimoa
bwebwee
te ataeinaiine (nikira n roro, mataburo)
mm'aane n um'a
buu, kaainabau
mate

FAMILY TREE

MY BROTHERS AND SISTERS

Lesson Fifteen

Objectives: This lesson gives you practice with the Kiribati terms for brother and sister, which do not work the same way as in English, and may cause you some difficulty. With the practice provided by the lesson however, you should be well on your way to mastery.

Activities: Study the dialogue. Then go around the class asking of each member, 'how many sisters have you', 'how many brothers have you'. When this has been completed, quiz each other along the lines of: "how many sisters has she? he?, etc".

Translation of Dialogue:

My brothers and sisters

Tom: William, meet my brother. His name is Nicholas.

William: Hello Nicholas.

Nicholas: Hello.

William: How many brother and sisters have you Tom?

Tom: I have two brothers and two sisters. I also have an adopted brother.

William: Is adoption between families common here?

Tom: Yes, it's quite common. A couple without a child can adopt one from a large family.

William: I see. And who's the first-born in your family?

Tom: I'm the first-born. Martha here is the youngest.

William: And is Anterea your first-born son?

Tom: Yes, and after him is Bwebwe. What about you William, how many brothers and sisters have you?

William: I'm an only child, but I have many cousins.

TARIU MA M'AANEU

Reirei Tebwi Ma Nimaua

Dialogue for Study:

Tariu ma m'aaneu

Tooma: Uriam, ko na kaaitiboo ma tariu. Arana Nikora.

Uriam: Ko na mauri Nikora.

Nikora: Ko na mauri.

Uriam: Tooma, iraman tarim ao m'aanem?

Tooma: Iai uoman tariu ao uoman m'aaneu. Iai naba ai tariu ae a tabekia au karo.

Uriam: Kaanga e m'aiti te tabetabe ikai i marenaia utuu?

Tooma: E eng, e rangi ni b'ainaki ikai te tabetabe. Ngkana iai te taanga ae akea natiia ao a konaa n tabeka temanna man te utuu ae e m'aiti.

Uriam: I a tib'a ataia. Ao antai te karimoa n amii utuu?

Tooma: Ngai te karimoa. Neie Mareta bon te bina.

Uriam: Ao bon am karimoa teuae Anterea?

Tooma: E eng, karimwina boni Bwebwe. Ao ngkoe Uriam, iraman tarim ao m'aanem?

Uriam: Bon te riki temanna ngai. Ma a bati ai tariu ma ai m'aaneu.

Additional Activities: Re-do the dialogue, replacing the characters with females, and/or with males and females. This is for practice with the words m'aane- and tari-, so pay attention!

Outside Activities: Use the family tree you have constructed for a family you have visited, or construct a new one. Practice describing the relationships of the different family members to each other while you are in the family setting, asking for help and correction where necessary. Bring your tree to class and present the relationships to your classmates.

Note:

m'aane- (with a possessive pronoun) means 'sibling of the opposite sex. 'Thus for a male, to say 'm'aaneu' means my sister(s), while for a female it would mean 'my brother(s). tari-means 'sibling of the same sex'. For a male, tariu means 'my brother(s). For a female it means 'my sister(s)'. You'll have to find a way to remember which means same and which means opposite!

REIREI TEBWI MA NIMAUA	TARIU MA M'AANEU

TIME

Lesson Sixteen

Objectives: This lesson will give you practice with time expressions-telling time, making appointments, asking for the time, etc. You will get practice with numbers, and the parts of the day.

Activities: Practice telling time, using the clock faces on page 97. Break into groups, and make appointments with each other.

Translation of Time Expressions:

Time

What time is it?

It's nine o'clock.

What time will we meet?

At half past seven.

one o'clock, two o'clock, three o'clock, four o'clock...
twenty to ten, a quarter past eleven...

in the morning (A.M.)
in the evening (P.M.)
in the afternoon
at midnight
before sunrise
at noon
early in the morning
daytime
dawn
sunset

hour
minute
before
after
half
quarter
sharp (exactly)
almost
early
late

my watch, fast, slow, stopped.

TE TAI

Reirei Tebwi Ma Onoua

Time Expressions:

Te Tai

E a boo iraua?

E a boo ruaiua.

Ti na kaaitiboo n te aoa iraua?

N iteran itiua.

Te aoa teuana, te aoa uoua, te aoa teniua, te aoa aua...

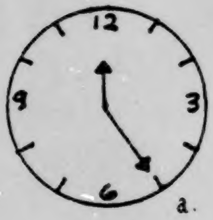
Uabwi nakon tebwina, te kuata imwiin tebwi ma teuana...

n te ingaabong
n te tairiki
n te tanimaeaontaai
n te nuukanibong
im'aain otintaai
n te tawanou
n te moan ingaabong
te ngaina
te kaarangaina
te bungin taai

te aoa
te miniti
nakon
imwiin
itera
te kuata
raoi
e a kaan
moan taai
waeremwe

au tai, waekoa, e waeremwe, mate.

Additional Activities:	Using the new vocabulary, construct a dialogue about an appointment, for example, where someone was late because his watch was slow or broken, setting up a new time to meet, etc.
Outside Activities:	See what you can discover about the Kiribati sense of time. Are most I Kiribati punctual? Is there such a thing as 'Kiribati time'? Do most people wear watches? Is there a difference between the young and old in their way of telling time? Report your findings.



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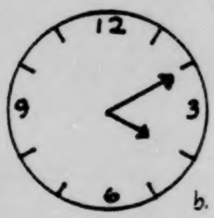

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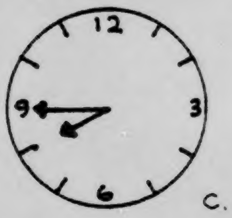

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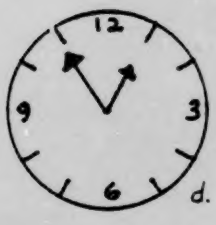

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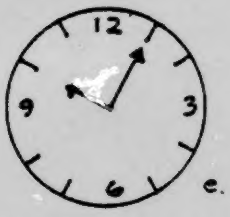

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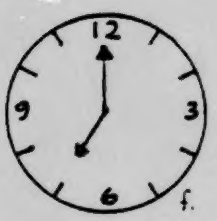

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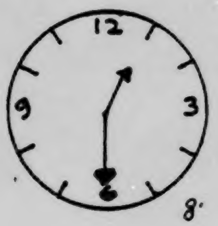

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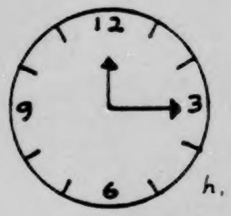

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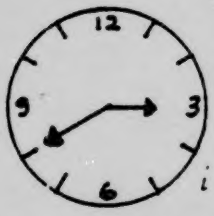

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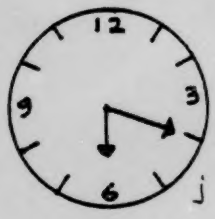

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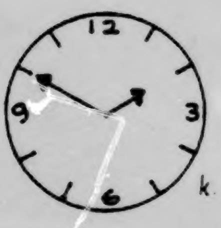

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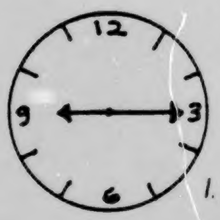

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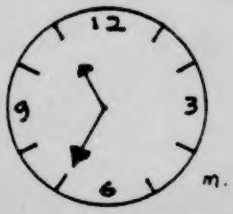

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PLACE

Lesson Seventeen

Objectives: This lesson will give you some ways of talking about geographical location, and should help you describe the whereabouts of places you may visit or wish to visit. You'll learn some ways of describing the relative positions of buildings and other sites.

Activities: Study the dialogue. Once you understand it, prepare a set of questions, regarding the locations of the different areas mentioned. Present them to your classmates, and see how their answers fit the facts.

Translation of Dialogue:

Place

Kariune: Let's meet in the village about noon.

Borerei: Fine, but where?

Kariune: You know the Police Station by the side of the road near the maneaba?

Borerei: I'm not really sure.

Kariune: You know the field and the junction?

Borerei: On the west side of the road?

Kariune: Yes, that's it. And at the crossroads there are some houses on the east side, and the maneaba is next to them.

Borerei: Oh, I know that place.

Kariune: Good. Next to the maneaba is the store, and across the road is the Police Station.

Borerei: Good! I'll meet you there.

Kariune: So long.

Borerei: Till noon then.

TE TABO

Reirei Tebwi Ma Itiua

Dialogue for Study:

Te Tabo

Kariune: Ti a kaaitiboo n te kaawa nakon te tawanou.

Borerei: E raoiroi ma n te tabo ra?

Kariune: Ko ataa te aobiti ni bureitiman are irarikin te kawai ni kaani ma te m'aneaba?

Borerei: I aki bati n ataia raoi.

Kariune: Ko ataa te marae ao te tuuta ni kawai?

Borerei: Are i tanrion te kawai?

Kariune: E eng, ngaia aanne. Ao n te tuuta ni kawai anne iai auti akana i tanraken te kawai ao imwiina te m'aneaba.

Borerei: A, I a ataa te tabo aanne.

Kariune: E raoiroi. Irarikin te m'aneaba bon te titooa ao ni kaaitaraa ngkanne bon te aobiti ni bureitiman.

Borerei: E raoiroi. N na kaaitiboo ma ngkoe n te tabo aanne.

Kariune: Ti a boo.

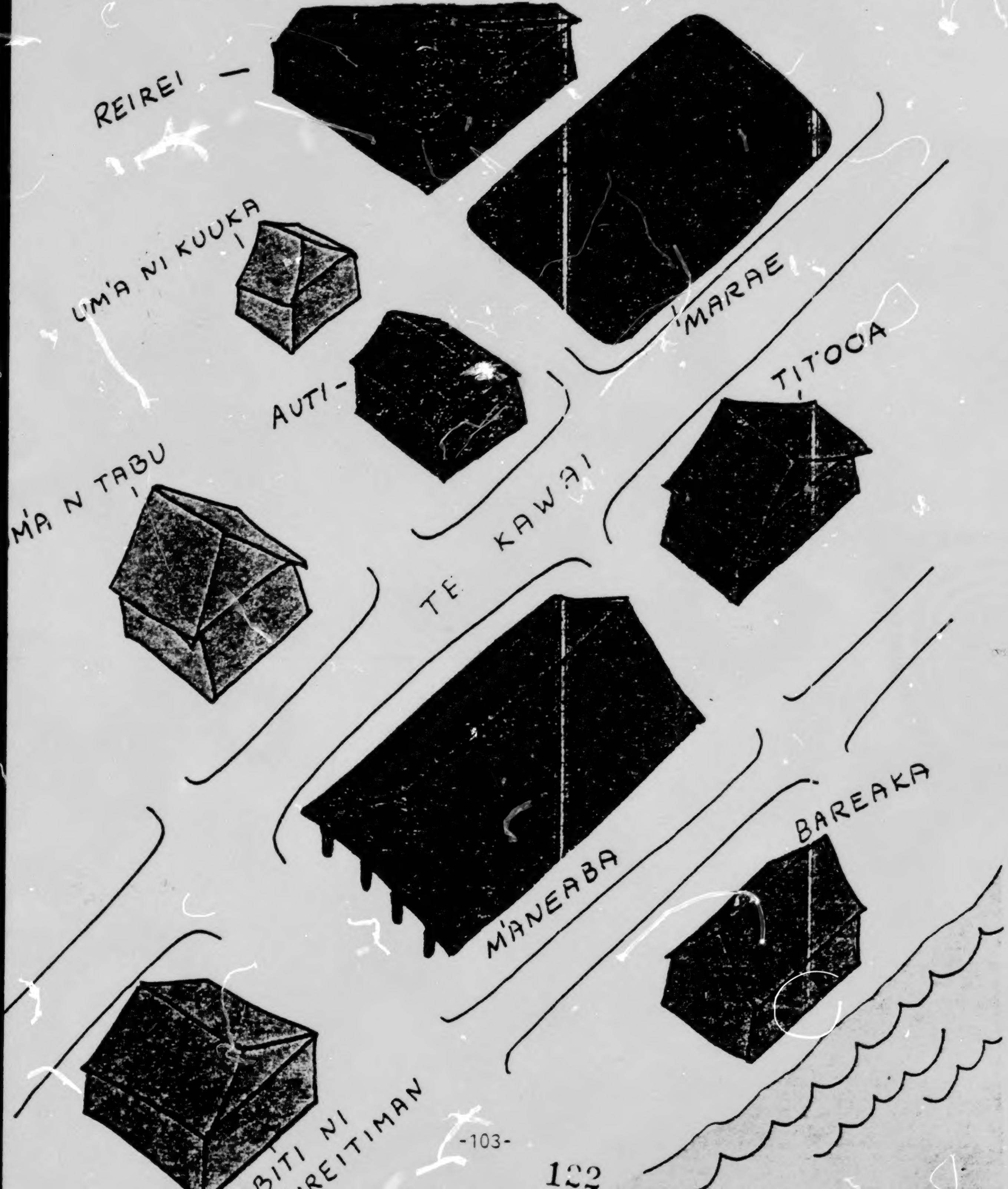
Borerei: Ti a boo nakon tawanou.

Additional Activities:

Using the map on the opposite page, prepare a set of questions regarding the location of the various buildings and places. Try arranging for a meeting with someone and explaining to them where it is you wish to meet, using the map to guide you instructions.

Outside Activities:

Prepare a map of your village or area, locating the important buildings and areas. Ask someone to go over it with you once you have roughed it out, and pay attention to how they describe the locations of the places you have shown. Is there any difference between that and how you would have said it? How do they respond to your map? Is it the way they would have drawn it?


REIREI
UM'A NI KUUKA
AUTI
M'A N TABU
TE KAWAI
MARAE
TITOOA
MANEABA
BAREAKA
BITI NI
REITIMAN

DO YOU KNOW THE WAY?

Lesson Eighteen

Objectives: This lesson will acquaint you with some ways of asking and giving directions, as well as some common locations and ways of expressing locative relationships. At the end of this lesson you should be able to ask directions to common places you might be able to find, and understand the basic locative prepositions well enough to describe the position of a building relative to that of another.

Activities: This exercise provides a basic format for asking directions to a place and receiving instructions regarding where it is and how to get there. From the vocabulary listed below, construct dialogues based on the skeleton form opposite, using a variety of goals and directions.

Translation of Fill-in Dialogue:

Do you know the way?

Henry: Please, do you know the way to ___(a)___?

Tom: Yes, ___(b)___, and turn to ___(c)___.
It's ___(d)___ ___(a)___ (and ___(a)___).

a
the store
the bank
the church
the maneaba
the hospital
the hotel
the school
John's house

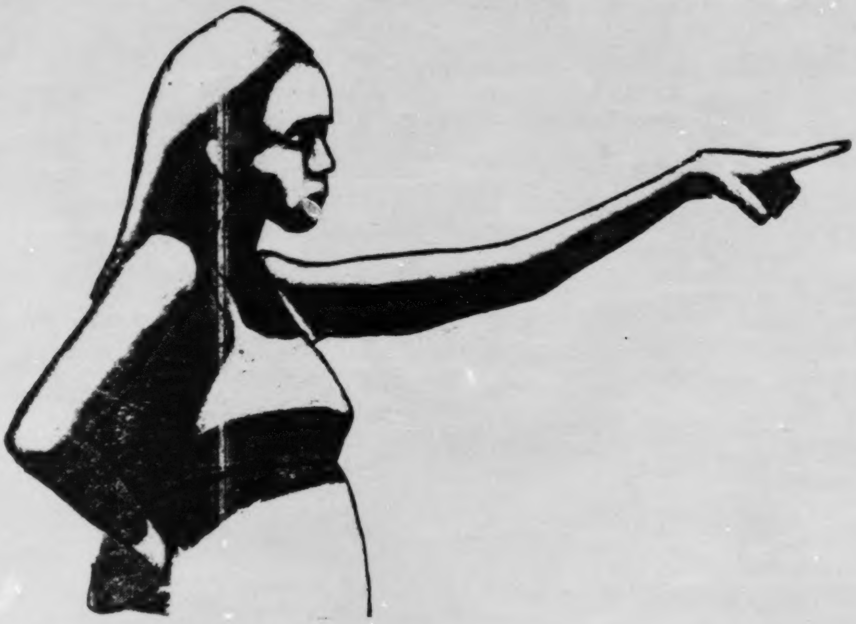
b
take this road
go straight ahead

c
your left
your right

d
beside, next to
behind, in back of
behind, in back of
before in front of
before, in front of
between

KO ATAA TE KAWAI?

Reirei Tebwi Ma Waniua



Fill-in Dialogue:

Ko ataa te kawai?

Eneri: Taiaoka, ko ataa te kawai nakon ____(a)____?

Tooma: E eng, ____(b)____, ao rairaki nakon ____(c)____.
Bon ____(d)____ ____(a)____ (ao ____(a)____).

a

te titooa
te bangke
te um'antabu
te m'aneaba
te oonaoraki
te auti ni iruwa
te reirei
ana auti Tiaon

b

toua te kawai aei
waaki kaeetiko rake

c

ataim
maingim

d

irarikin
iakuun
ibukin
imatan
im'aain
imarenan

Additional Activities:

Memorize the additional dialogue, adding it to the one you have been working with. Practice the whole dialogue, varying your role. Now try to create a different continuation for another situation. For example, what if the place were far, if you had to go by motorbike, or if there were a message to be delivered?

Translation of Continuation of Dialogue:

I know the way

Henry: Is it far, that place?

Tom: No. Would you like it if I were to accompany you?

Henry: Yes, if you could.

Tom: Good. Let's go there now.

Outside Activities:

Try approaching a stranger, and after exchanging greetings ask directions to a place you know, noting the different response you get. Try it for a place you don't know, and repeat the directions to see if you've gotten them right. Using a map of your island, try to describe a chosen route to various locations your partner asks directions for. Reverse roles and try some others.

Note:

Notice that all the prepositions (set d) begin with i and end with n. The i can be considered a locative prefix, more or less equivalent to 'at', while the n is the linking particle (which should be getting familiar) pretty much translatable by 'of'. So these expressions all mean 'at ______ of'. These prepositions may incorporate the suffixed possessive pronouns as well: im'aai-m = in front of you (at your front).

Dialogue
Continuation
to Memorize:

I ataa te kawai

Eneri: E raroa te tabo aanne?

Tooma: E aki. Ko kukurei ngkana I iriko nako iai?

Eneri: E eng, ngkana ko konaa.

Tooma: E raoiroi. Ti na nako iai ngkai.

REIREI TEBWI MA WANIUA	KO ATAA TE KAWAI?

MEETING

Lesson Nineteen

Objectives: This lesson is intended to give you some help in meeting people - introductions and the like. At the end of this lesson you should be able to ask for an introduction to someone, and introduce someone to someone else, as well as to explain that you already know or recognize someone.

Activities: Study the dialogue, and practice acting it out. Then break into groups, and practice asking for introductions to others in the group and introducing them to each other.

Translation of Dialogue:

Meeting

James: Do you know that man?

Teken: Which one?

James: The one talking with that tall woman.

Teken: I recognize him, the one talking with Ruth.

James: I'd like to meet him. Can you introduce us?

Teken: Sure. Excuse me Eduard, I'd like you to meet my friend here. His name is James. This is Edward, and this is Ruth.

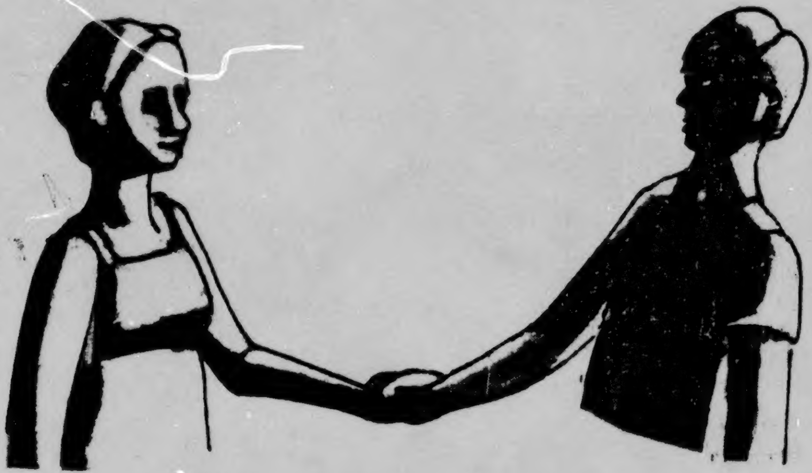
James: How do you do.

Eduard: Hello.

Ruth: Hello

TE KAAITIBOO

Reirei Tebwi Ma Ruaiua



Dialogue for Study:

Te Kaaitiboo

Tiemti: Ko kinaa te aomata aarei?

Teken: Ae e ngaa iai?

Tiemti: Ao are e marooroo ma te aiine are e ab'aab'aki aarei.

Teken: I kinaa, are e taetae ma Ruta.

Tiemti: I kani kaaitiboo ma ngaia. Ko konaa ni kairai nakoina?

Teken: E raoiroi. Taiaoka Etuati, ko na kaaitiboo ma raou aei. Arana Tiemti. Teuaaei Etuati ao neiei Ruta.

Tiemti: Kam na mauri.

Etuati: Ko na mauri.

Ruta: Ko na mauri.

Additional Activities:

Study the continuation of the dialogue. From the combined dialogues construct a narrative about a meeting and a series of introductions.

Translation of Additional Dialogue:

James: I think I saw you at the airport yesterday.

Eduard: Yes, I just returned from England.

Teken: Have you met that woman in the red dress?

Eduard: No I haven't, and I don't know her. Who is she?

Teken: She's a new teacher at the secondary school at Bikenibeu. Would you like to meet her?

Eduard: Yes, I'd like to meet her.

Teken: Fine, I'll take you over and introduce you.

Outside Activities:

The next time you're with a group of Kiribati people where there are newcomers, pay attention to the interaction during introductions. Do I Kiribati usually introduce newcomers to a group? Are names exchanged often. If your observations fail you, try asking some of your friends what their feeling is about introductions.

Additional Dialogue:

Tiemti: I taku b'a I nooriko n te marae ni waanikiba ngkoananoa.

Etuati: E eng, I a tib'a oki mai Engiran.

Teken: Ko a tia ni kaaitiboo ma te ai ne are e uraura ana kunikai aarei?

Tiemti: I tuai ao I aki kinaa. B'a antai neierei?

Teken: Te tia reirei ae e boou n te kauarinan n reirei are i Bikenibeu. Ko kani kaaitibo ma ngaia?

Tiemti: E eng, I kani kaaitiboo ma ngaia.

Teken: E raoiroi, N na kairiko nakoina b'a ko na kaaitiboo ma ngaia.

THE GILBERT GROUP

Lesson Twenty

Objectives: This lesson concerns the islands in the Gilbert Group, the main group of islands in the country. You will learn their names and relative locations as well as the words for the compass directions. By the end of the lesson you should be able to locate them by name on the map, and describe their relationships to one another.

Activities: Using the map, study the narrative, filling in the missing island names in their appropriate places. Practice identifying them by name when their location is pointed out on the map.

Translation of Narrative:

The Gilbert Group

There are sixteen islands in the Gilbert Group.

Nine of them are north of the Equator, and seven south of it.

There are three parts (of the group).

There are two islands in the north, which are ________ and ___________.

In the central part are the islands of ______, the capital, _________, _________, _________, and three more islands which are closer to the Equator, ________, ________, and ________.

The islands in the southern part are ________, ______, __________, __________, __________, __________, and the southernmost, ___________.

The largest island is ______, and the smallest ______.

TE AONO NI KIRIBATI

Reirei Uabwi

Narrative for
Study and Fill-in: Te Aono ni Kiribati

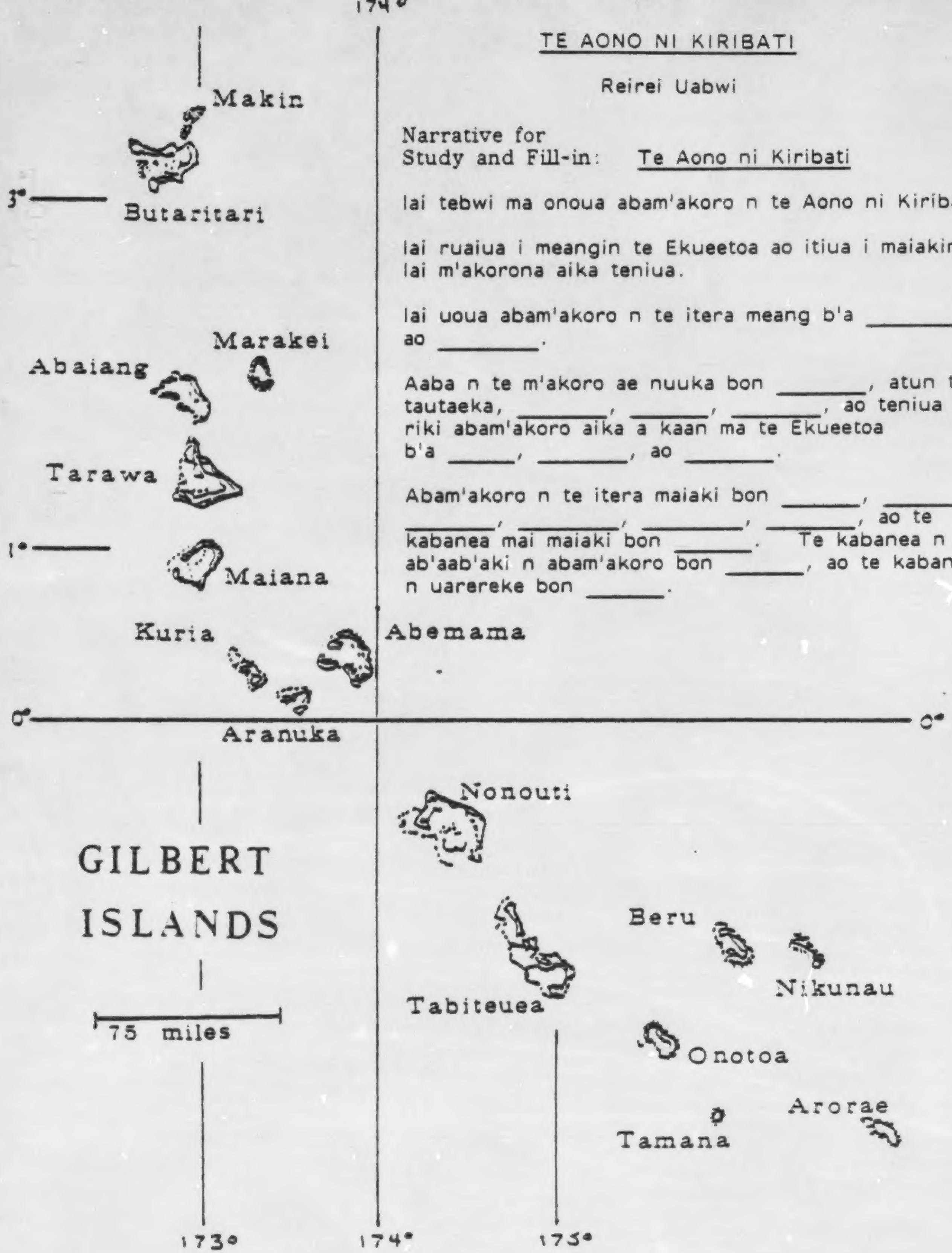
Iai tebwi ma onoua abam'akoro n te Aono ni Kiribati.

Iai ruaiua i meangin te Ekueetoa ao itiua i maiakina. Iai m'akorona aika teniua.

Iai uoua abam'akoro n te itera meang b'a ________ ao ________.

Aaba n te m'akoro ae nuuka bon ________, atun te tautaeka, ________, ________, ________, ao teniua riki abam'akoro aika a kaan ma te Ekueetoa b'a ______, ________, ao ________.

Abam'akoro n te itera maiaki bon _______, ________, ________, _________, _________, ________, ao te kabanea mai maiaki bon _______. Te kabanea n ab'aab'aki n abam'akoro bon _______, ao te kabanea n uarereke bon ______.


174°
Makin
3°
Butaritari
Marakei
Abaiang
Tarawa
1°
Maiana
Kuria
Abemama
0°
Aranuka
0°
Nonouti
GILBERT
ISLANDS
Beru
Nikunau
Tabiteuea
75 miles
Onotoa
Arorae
Tamana
173°
174°
175°

Additional Activities:

Using the phrases provided, fill in correct responses in the blanks for the relative positions of the islands. Make up similar questions regarding size and location, nearness to the Equator, etc, and put them to your classmates.

Translation of Fill-ins:

Nikunau is east of ________.

Tabiteuea is west of ________.

Beru is between ________ and ________.

Abaiang is north of ________.

Maiana is south of ________.

Tarawa is between ________ and ________.

If you travel from the south, you come to Butaritari before ________.

If you travel from the north, you come to Tarawa before ________.

Outside Activities:

Study the maps of the different islands provided in The Special Skills Handbook. Learn which have the greatest number of villages, largest populations, etc. Prepare a small talk on one of the islands.

Fill-ins:

E mena Nikunau i mainikun ________.

E mena Tabiteuea i maeaon _________.

E mena Beru i marenan _______ ao _______.

E mena Abaiang i meangin _______.

E mena Maiana i maiakin ________.

E mena Tarawa i marenaia _______ ao ________.

Ngkana ko m'ananga mai maiaki ko roko moa i Butaritari im'aain ________.

Ngkana ko m'ananga mai meang ko roko moa i Tarawa im'aain ________.

TRAVEL

Lesson Twenty-One

Objectives: This lesson will teach you a number of words and phrases related to different modes of travel in Kiribati -asking by what means you can get from one place to another and the like. By the end of the lesson you should be able to ask someone how to travel to somewhere, and be able to give a number of appropriate responses.

Activities: Study the dialogues. Then break into groups, and make up a series of related dialogues, asking how you could get to new places, and using appropriate responses.

Translation of Dialogues:

Travel

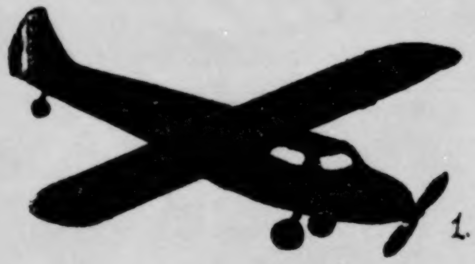
A: How can you travel to Butaritari?
B: You can either go by boat or by plane.
A: And is there a plane to Arorae?
B: No, because the airfield isn't built there yet, there's only the boat.

C: Is there a bus to Betio?
D: No, because the causeway is not finished yet, you have to take the ferry.
C: What about to Buariki?
D: You can either take the launch or go by canoe.

E: How do you get to the airport?
F: You can go by bus.
E: And how about to the post office?
F: It's not far, you can walk there.

TE M'ANANGA

Reirei Uabwi Ma Teuana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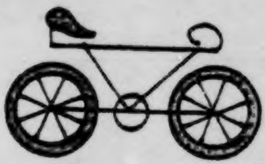
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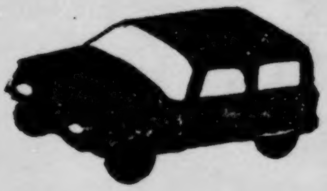
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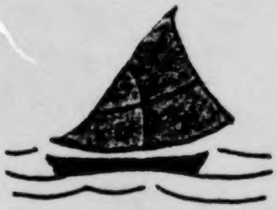
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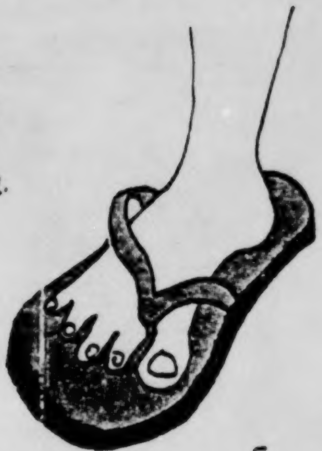
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Dialogues for Study:

Te M'ananga

A: E kangaa aron te m'ananga nako Butaritari?

B: Ko konaa ni m'ananga n te kaibuke ke te waanikiba.

A: Ao iai te waanikiba nako Arorae?

B: Akea b'a e tuai tei iai te marae ni waanikiba, bon ti te kaibuke.

C: Iai te b'ati nako Betio?

D: Akea b'a e tuai tia te kootiueei, ko na m'ananga n te raanti (meeri).

C: Ao te nako Buariki?

D: Ko konaa ni m'ananga n te raanti ke te waa.

E: E kangaa te m'ananga nakon te marae ni waanikiba?

F: Ko konaa ni m'ananga n te b'ati.

E: Ao n nakon te aobiti n reta?

F: E bon aki raroa anne, ko konaa n nakonako.

Note:

Means of travel in Kiribati are actually much more limited than implied by the dialogue, which is really most appropriate to Tarawa. It is only there that you will find buses and ferries. Elsewhere there are very few cars; motor-bikes and bicycles with an occasional small truck are the only traffic you will encounter outside of walkers. New airfields are under construction, but boat transport is still the only means of travel to many of the islands.

Additional Activities: Using the additonal phrases as guides, construct a new dialogue about means of transport. Try to create a series of contrasting sentences along the lines of 'the ______ is faster than the _______'.

Translation of Additional Phrases:

A: How do you get to your work?
B: By motorbike/ bicycle/ car (I have my own car.)
C: Is that boy walking?
D: No, he's running.
C: He's running fast/slowly.
E: The plane is faster than the ship.
F: A bicycle is slower than a car.
G: I'll get there before you.
H: You'll get there after me.

Outside Activities: See what else you can discover about transportation. How expensive is a motor-bike? bicycle? What about gasoline prices? Do most people have a canoe? motorboat? Do they often travel to other islands? villages? How many people you meet have travelled by plane?

Additional Phrases:

A: Ko kangaa ni kaea am mm'akuri?
B: I rebwerebwe/b'aatika/kaa (Bon iai au kaa.)
C: E nakonako te teeinimm'aane aarei?
D: E aki b'a e biri.
C: E biri m'aaka/mweere.
E: E waetata riki te waanikiba nakon te kaibuke.
F: E waeremwe riki te b'aatika nakon te kaa.
G: N na roko ikekei im'aaim.
H: Ko na roko ikekei imwiiu.

HOW FAR?

Lesson Twenty-Two

Objectives: This lesson covers ways of finding out distance - how far is it from one place to another. By the end of this lesson you should be able to ask this kind of question, and give and understand the kinds of responses such a question might elicit.

Activities: Using the map, fill in the blanks with appropriate locations for the questions, and give the answers using the scale provided. Then expand these questons to cover areas not included in your map, but which are part of your daily experience.

Translation of Fill-in Dialogue:

How Far?

A: How far is it from here to ________?

B: About ________ miles.

A: Is it farther from ________ to ________ than from ________ to ________?

B: Yes, ________ to ________ is nearer.

A: How far is it from (the road) to (the house)?

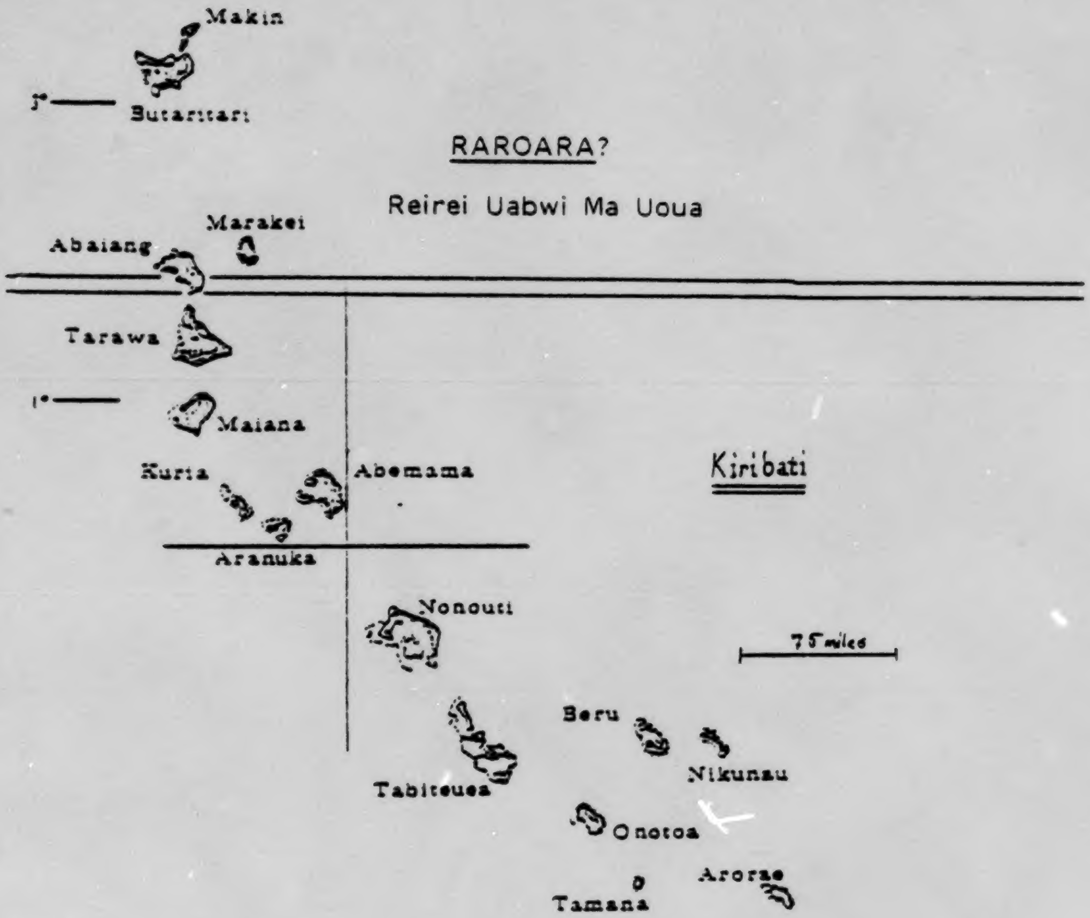
B: About (50 feet).

A: How many yards it that?

B: About (17), but now it's been changed to the new measurement. About ________ meters.

RAROARA?

Reirei Uabwi Ma Uoua


Makin
Butaritari
Marakei
Abaiang
Tarawa
Maiana
Kuria
Abemama
Aranuka
Kiribati
Nonouti
75 miles
Beru
Nikunau
Tabiteuea
Onotoa
Arorae
Tamana

Fill-in
Dialogue:

Raroara?

A: Raroara mai ikai nako ________?

B: Tao ________ te maire.

A: E raroa riki mai ________ nako ________ nakon ae mai ________ nako ________?

B: E eng, e kaan riki ________.

A: Raroara (te kawai) man (te auti)?

B: Tao (nimabwi te butu/buuti).

A: Ao iraua te iaati aanne?

B: Tao (tebwi ma itiua), ma ngkai e a bitaki nakon te baaire ae e boou. Tao ________ te miita.

Additional Activities: Use the additional vocabulary and phrases to construct a narrative for presentation to the class. Prepare a set of questions to go along with it to check on the comprehension you achieve.

Translation of Additional Vocabulary:

closer than
same distance to
farther than
a little farther than

very far away (farthest)
very near (nearest)
not very far (farther)
not very near (nearer)

mile
meter
kilometer
inch
foot
centimeter
of equal distance
exactly
approximately
about
closer to

Outside Activities: Using the maps in The Special Skills Handbook, compare the relative distances of villages on different islands. How far are most villages from one another? How far from one island to another? Prepare a paragraph in Kiribati on these relative distances.

Additional
Vocabulary:

kaan riki nakon
titeboo raroana ma
raroa riki nakon
e raroa riki teutana nakon

e rangi n raroa
e rangi ni kaan
e aki rangi n raroa
kaanga e bon raroa tau

maire
miita
kiromiita
inti
butu (buuti)
tientimiita
titeboo raroaia
raoi
e kaaniia
tao
e kaania

REIREI UABWI MA UOUA RAROARA?

WHEN DOES IT COME

Lesson Twenty-Three

Objectives: This lesson is about schedules - when does it arrive and leave. You'll learn how to talk about scheduled times for different kinds of transportation, get to practice using some of your time expressions, and learn something about transportation in Kiribati.

Activities: Study the accompanying dialogue phrases. These provide the patterns you will use in the exercise. Using the travel schedules provided, or any you may find, break into groups and ask questions according to the pattern: When is the next plane for _____? How often is the boat to ______? etc.

Translation of Dialogues:

When Does It Come?

A: Excuse me, how long before the next bus comes?

B: I think the next bus will be in about 15 minutes.

A: When does the plane usually come?

B: It usually comes every Tuesday.

A: At what time?

B: At a quarter past eight in the morning.

A: When will the ship leave?

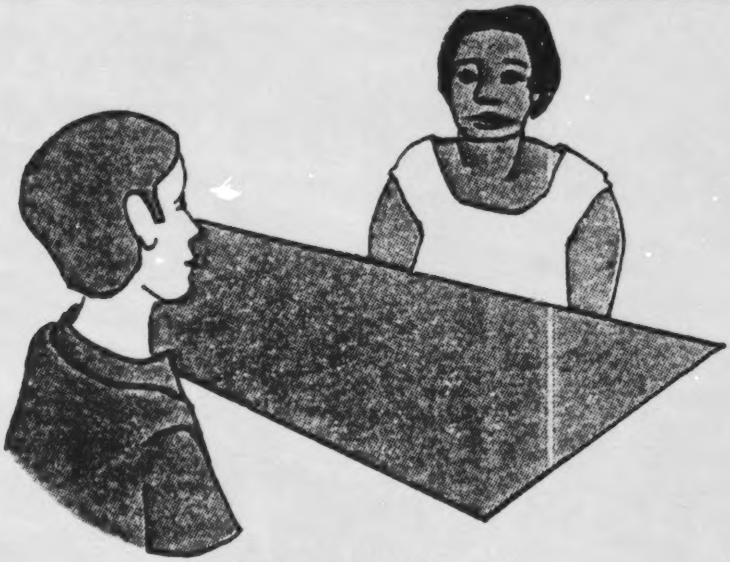
B: There's one due to leave in half an hour from now.

A: Does it come every Tuesday?

B: Yes, every Tuesday.

E ROOROKO NNINGAI?

Reirei Uabwi Ma Teniua



Dialogue for Study:

E Rooroko Nningai?

A: Taiaoka, tao maanra ao e a manga roko te b'ati?

B: I taku b'a tebwi ma nimaua te miniti ao e a manga roko tewaana.

A: E rooroko nningai te waanikiba?

B: E rooroko ni katoa Kauabong.

A: Ao ana tai n roko?

B: Te kuata imwiin waniua n te ingaabong.

A: E na m'ananga nningai te kaibuke?

B: Iai ae e na m'ananga te itera n aoa mang ngkai.

A: E rooroko ni katoa Kauabong?

B: E eng, ni katoa Kauabong.

Additional Activities:

Study the supplementary expressions. Using those of the first dialogue plus these additional ones, create a new dialogue about arrivals and departures. Use the travel schedule if possible.

Translation of Additional Phrases:

It leaves Betio at odd hours and Bairiki at even ones.

It comes every other day.

This coming Monday.

It won't come until Friday.

It departed last week.

My departure time is 10:00 A.M.

I will come tonight.

He came this morning.

Outside Activities:

What can you discover about travel between the islands? Is there a regular boat between them? Find schedules for the boats and planes which regularly service them. Listen to the radio, where reports of ship locations are given daily. How many ships are there in Kiribati? What other countries send ships? Compile a general survey of transportation.

Note:

Schedules change frequently in Kiribati. Do not consider the accompanying schedule to be accurate. Current inter-island air schedules are available at Air Tungaru offices, where you may also find Air Nauru schedules.

Additional Phrases:

E kiitana Betio n aoa aika a toa buaka ao Bairiki n aoa aika a toa raoi.

E toa bongia rokona.

N te Moanibong ae e na roko.

E aki manga roko ni karokoa te Kanimabong.

E m'ananga n te wiiki are e nako.

Au tai ni m'ananga bon te aoa tebwiina n te ingaabong.

N na roko nakon te tairiki.

E roko ngke e ingaabong.

Travel Schedule:

REIREI UABWI MA TENIUA	E ROOROKO NNINGAI?

HOW LONG DOES IT TAKE

Lesson Twenty-Four

Objectives: This lesson provides practice with time spans - how long it takes to do something. Besides learning to ask how long something takes, you'll practice various responses and get an idea of the relative times for Kiribati activities.

Activities: Link the 'A' questions with appropriate 'B' answers and follow them up with a 'C' finish, forming mini-dialogues. Add other questions and answers you can think of.

Translation of Exercise:

How long does it take...

A

to travel from here to America?
to cook a fish?
to build a house?
to patch a tire?
to weave a mat?
to read a book?
to walk a mile?
to cut toddy?
to earn $20?

C

Really!
You're kidding!
I don't believe it!
I see.

B

Not very long.
It takes a long time.
Ten minutes.
Four days.
Three hours.
A month.
Fourteen years.
Half an hour.
A little long.
Just one minute.
Straight away.
Like a flash.
Forever.
Almost twenty minutes.
No time at all.

MAANRA TE TAI?

Reirei Uabwi Ma Aua

Exercise for Study:

Maanra te tai...

A

ni m'ananga mai ikai nako (Amerika)?
ni kam'aa (te ika)?
ni katea (te auti)?
ni bonota te rab'a?
n rarangaa te kie?
ni wareka te boki?
n nakonako n te raroa ae teuana te maire?
ni koro karewe?
ni mm'akuri ni karekea uabwi te taaraa?

B

E aki rangi ni maan.
E maan.
Tebwina te miniti.
Abong.
Teniua te aoa.
Te nam'akaina.
Tebwi ma aua te ririki.
Te itera n aoa.
E boni maan teutana.
Ti teuana te miniti.
Ngkai naba.
N ai aron te iti.
N aki toki.
E kaan uabwi te miniti.
E waekoa.

C

E koaua?
Ko kewe!
I aki kakoauaa!
A, ngaia.

Additional Activities:	Write a dialogue using the expressions provided in the lesson. Try to include Kiribati activities for your time questions, and ask your teacher for the best answers.

Dialogue:

Outside Activities: Try to prepare a list of Kiribati activities and the time it takes to do them. Ask different people how long something takes and compare their answers. How does the Kiribati sense of time compare with your own? Do things seem to take more or less time than you expect?

MAANRA TE TAI?

AT THE STORE

Lesson Twenty-Five

Objectives: This lesson provides practice in making purchases at the store - buying things and making change. By the end of the lesson you should be able to ask for what you want, find its price and complete the transaction.

Activities: Study the fill-in dialogue. Replace the blanks with various items you might find in a Kiribati store, and the prices. Practice switching roles from customer to clerk, and think up new items to buy.

Translation of Fill-in Dialogue:

At The Store

A: Have you any (fish)?

B: None, it's all sold out.

A: How about (potatoes)?

B: Yes, we have some.

A: How much are they?

B: _______ cents a pound/each

A: Let me have _______ (pounds) please.

B: Anything else?

A: Yes, have you any (flour)?

B: Yes, it's _______ cents (a pound).

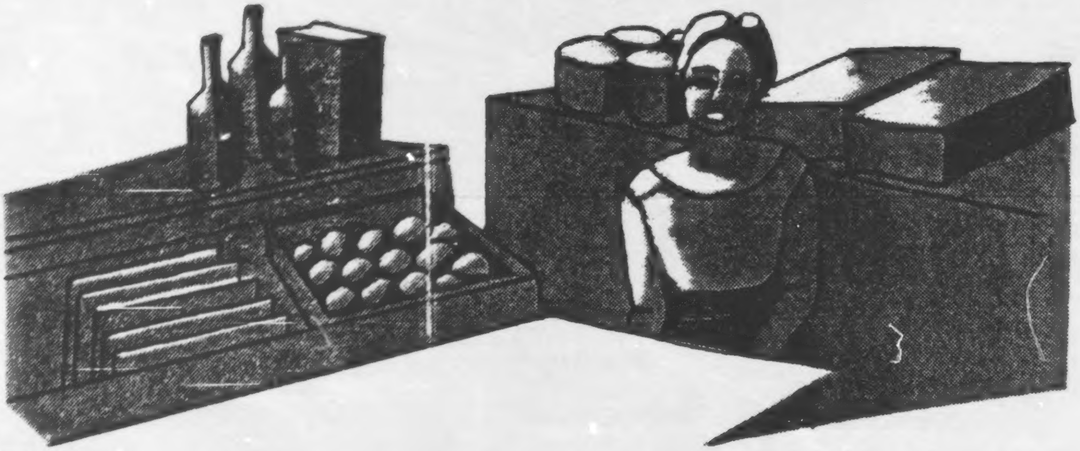
A: Then let me have _______ pounds also.

B: Anything else?

A: That's all. Thank you.

N TE TITOOA

Reirei Uabwi Ma Nimaua



Fill-in
Dialogue:

N Te Titooa

A: Iai am (iika)?

B: Akea b'a e a bane ni kabooaki.

A: Ao iai am (buteeta)?

B: E eng, iai tabeua.

A: Ao iraua boona?

B: ______ te tianti boona n te rawaawata/teuana.

A: Ao taiaoka ______ (te rawaawata).

B: Iai riki am b'ai?

A: E eng, iai am (buraawa)?

B: Iai, ______ te tianti n te rawaawata.

A: Taiaoka, ______ te rawaawata naba.

B: Iai riki am b'ai?

A: E a bane. Ko rab'a.

Additional Activities:

Using the continuation of the fill-in dialogue, practice paying for things and making change. It will be useful to use actual money when working on this exercise. Give the wrong change sometimes and have your partner catch the mistake.

Translation of Additional Fill-in Dialogue:

A: How much is that altogether?

B: (Two dollars and twenty seven cents.)

A: Here's (three dollars). What's my change then?

B: Let me see - ($2.27) from ($3) is (83¢).

A: No, I think there's a mistake, isn't it (73¢)?

B: Oh yes! (twenty, forty, sixty, seventy, three).

A: Thank you.

Additional Vocabulary:

Australian dollar, notes, coins
change
counting money
cheap
expensive
sold out
sell

Outside Activities:

Go to some Kiribati stores and find out what they sell. Make a list of the common items and their prices. Is there much price variation from store to store? Is everything always in good supply? Bring in your list and compare with others.

Additional Fill-in Dialogue:

A: Iraua boona?

B: (Uoua te taaraa ao uabwi ma itiua te tianti.)

A: Anne teniua te taaraa ao iraua au nikira?

B: Katere, ($2.27) man ($3) bon (wanibwi ma teniua te tianti.).

A: Tiaki, I taku b'a e kaairua, tiaki (itibwi ma teniua te tianti)?

B: A! Eng, (uabwi, abwi, onobwi, itibwi ma teniua).

A: Ko rab'a.

Additional Vocabulary:

Te taaraa n Aotiteeria, te beeba, te maibiibi
te nikira
ware m'ane
boo beebete
boo buaka
bane ni kabooaki
kabooa nako

A KIRIBATI HOUSE

Lesson Twenty-Six

Objectives: This lesson will acquaint you with some of the parts of a Kiribati house. You will learn the names for the rooms and their parts as well as something about their construction and some of their contents.

Activities: Study the narrative, then ask and answer questions based on the information contained therein.

Translation of Narrative:

A Kiribati House

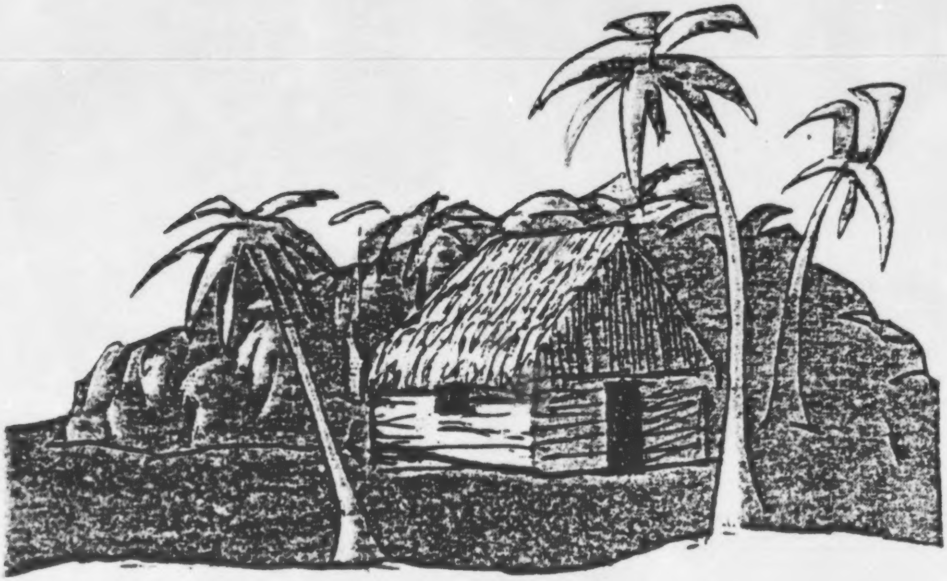
This is a picture of a kind of Kiribati house. The posts are made from the wood of the pandanus tree, lashed together with string made from the fibers of coconut husks. Around it is a wall made from the mid-ribs of coconut leaves. It has many windows which can be covered with curtains made of coconut leaves. These blinds are used when it is rainy, very sunny, or too windy. The thatch is made from pandanus leaves. It has a big room with a gravel floor, where coconut mats and pandanus mats are spread out for sitting on.

Note:

There are many types of Kiribati houses in use today, and in some cases traditional materials have given way to European style materials, such as corrugated metal roofs, concrete block walls, louvered windows. Even among the traditional houses there are a number of kinds of construction, including some with two stories, raised floors, and no walls at all. Often houses will be built in clusters of three - one for general living, one for cooking, and one for storage.

TE AUTI NI KIRIBATI

Reirei Uabwi Ma Onoua



Narrative
for Study:

Te Auti ni Kiribati

Aio taamnein te aeka n auti ni Kiribati. A karaoaki kaina man te kai ae te kaina ao a kabaeaki n te kora ae e karaoaki man ewaninin te moimoto. E ooaki n te baa mani baan te kai ae te nii. A m'aiti kamaamana ma a konaa ni bonotaki n taian roki aika a karaoaki mani baan te nii. A kaboonganaaki rooki aikai n tain te karau, te riringa ao te ang ae e korakora. A karaoaki rauna mani baan te kaina. Iai ruuna ae e ab'aab'aki are e kanoaaki n te atama, ao a taakinaki iaona inaai ke kiie ibukin te tekateka.

Additional Activities: Study the continuation of the narrative, which deals with what you might find in the house. Some additional vocabulary and some of the words in the narrative have been included at the end. Once you are familiar with the narrative, pair off and write a short dialogue about Kiribati houses, perhaps one in which a volunteer is questioning a native about his house.

Translation of Continuation of Narrative:

Furniture, like chairs, tables or beds is rarely used by the I Kiribati. They sleep on the floor on mats woven of pandanus leaves. They use kerosene lamps. There are also concrete block houses with metal roofs. Then there are gutters to collect drinking water when it rains. But most of the time they use well water for drinking.

post
roof
bedroom
bathroom
kitchen
floor
door
window
wall
pandanus mat
coconut mat
well
curtain
pillow
mosquito net
lamp

Outside Activities: Make some drawings and plans of Kiribati houses, and if possible, find one under construction to study. What are the similarities shared by all Kiribati houses? What unique characteristics can you discover for some and not others? Collect the names for other parts of the house not mentioned here.

Continuation of Narrative:

E aki bati ni kaboonganaaki te kai n tekateka, te taibora ke kai ni wene irouia I Kiribati. A matuu i nano iaon taiani kie aika a rarangaaki ni baan te kaina. A kaboonganai taura aika a b'aanaki n te karatiin. Iai auti aika a kateaki n te buriki ma rauia taiani kaab'a. Ngkana iai taiani kai ni kawaawaa ao a kawaawaai nimaia te karau. Angiin te tai a kaboonganai m'anib'a ibukin te ran ni mooi.

boua
taubuki
ruu ni matuu
ruu n tebotebo
um'a ni kuuka (ruu ni kuuka)
nanon te auti
mataroa
kamaama
oo
kie
inaai
m'anib'a
roki
uninga
b'anga/tainamo
taura

ILLNESS

Lesson Twenty-Seven

Objectives: This lesson provides you with words and phrases which should be useful in the event of illness or accident, where you or someone else must see a doctor. You will learn the words for various unpleasant occurrences, which we hope you won't have to experience.

Activities: Study the dialogue. Then, using the additional vocabulary, pair off and write a new dialogue for different medical situations.

Translation of Dialogue:

Illness

A: Can we see the doctor?

B: He hasn't come yet, but wait a little while. Don't you want to see the nurse?

A: Yes please

Nurse: Hello. What's wrong?

A: My stomach is hurting.

Nurse: Let me look at it. Is it painful when I press here?

A: Yes, it hurts.

Nurse: What about here?

A: Yes, it's very painful there.

Nurse: Wait for the doctor a while. I think he can give you some medicine.

TE AORAKI

Reirei Uabwi Ma Itiua

Dialogue for Study:

Te Aoraki

A: Ti konaa ni kawara te taokita?

B: E tuai n roko ma tataninga teutana.
Kam aki tangira te neeti?

A: Ao taiaoka.

Neeti: Kam na mauri. Teraa ae e riki?

A: Kaanga e maamaraki birotou.

Neeti: Katerea b'a N na nooria. E maraki ae I taonna aio?

A: E eng, e maraki.

Neeti: Ao ikai?

A: Eng, e rangi ni maraki aanne.

Neeti: Tataningaa te taokita teutana. I taku b'a e konaa ni karekea am b'ai n aoraki.

ILLNESS

LESSON TWENTY-SEVEN

Vocabulary:

headache
stomach ache
tooth ache
hurt, pain
cut
fever
cold
cough
vomit
weak, sick
itch
poison
blood
medicine
bandage
cure, heal
bruise
breath
breathe
poisonous
sore
stomach

Additional Activities:

A few more lines of dialogue are provided which could be an introduction to that which you have been working with. Memorize these lines, and create a short dialogue to follow them.

Translation of Additional Dialogue:

A: Is there a hospital here?

B: Yes, but there's no doctor now. Why, are you sick?

A: Yes, I feel a little sick - my stomach is hurting.

B: I'll take you to the nurse.

A: Thanks. Let's go.

Outside Activities:

Some of you will be concerned with health programs. What are the facilities on the various islands for care of the ill? Are there doctors on all the islands? Hospitals? Give a short talk on the current conditions (in Kiribati).

Vocabulary:

maraki n atu
maraki ni biroto
maraki ni wii
maraki
m'akoro
biua
m'aitoro
bekobeko
mumuta
mamaara
ngongo

boitin
raraa
b'ainaoraki
kabae
mao
b'ata
te ikeike
ikeike
kangaanga
kinaka
biroto

Additional Dialogue:

A: Iai te oonaoraki ikai?

B: Eng ma akea te taokita ngkai. Bukin teraa, ko aoraki?

A: E eng, kaanga I mamaara teutana ni birotou b'a e mamaraki.

B: N na kairiko nakon te neeti.

A: Ko rab'a. Ti a nako.

THE BODY

Lesson Twenty-Eight

Objectives: This lesson is concerned with the names for the parts of the body. After practicing this lesson, you should have a fair command of most of the words for the main body parts.

Activities: Referring to the diagrams of the body with numbered labels, and the key below, ask questions along the lines of: 'What is number 3?' with answers: 'Number 3 is the neck'. Once you have a fair mastery of the numbered diagrams switch to actual people, with questions like: 'What is this?' 'That is your neck'.

Translation of Key:

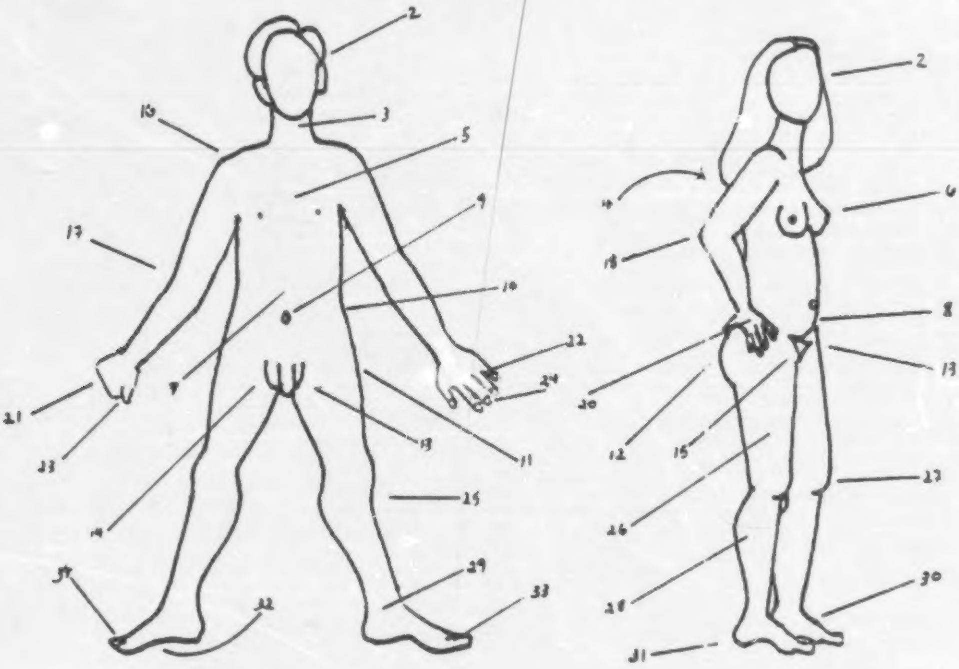
1. body
2. head
3. neck
4. back
5. chest
6. breast
7. stomach
8. abdomen
9. navel
10. waist
11. hips
12. buttocks
13. genitals
14. his penis
15. her vagina
16. shoulder
17. arm
18. elbow
19. wrist
20. hand
21. fist
22. finger
23. thumb
24. fingernail
25. leg
26. thigh
27. knee
28. calf
29. ankle
30. foot
31. heel
32. sole
33. toe
34. toenail

Note:

As in most cultures, names for the genitals and body functions are frequently 'taboo' in conversation, and euphemisms are used in their place. In the Kiribati list, the euphemism is listed first, with the 'real' name in parentheses.

TE RAB'ATA

Reirei Uabwi Ma Waniua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28
30
31

Key:

1. te rab'ata
2. te atuu
3. te roroa
4. te nuuka, te akuu
5. te b'aab'aa
6. te mmamma
7. te biroto
8. te moantia
9. te buto
10. te korea
11. te beebee
12. te buki
13. te tinou
14. mm'aanena (kab'anga)
15. ainena (kere)
16. te anga
17. te bai
18. te bubua ni bai
19. te tou ni bai
20. te bai
21. te timoi ni bai
22. te tabo ni bai
23. te waebua
24. te uki ni bai
25. te wae
26. te ranga
27. te bubua ni wae
28. te biroto ni wae
29. te nimoimoi ni wae
30. te wae
31. te buki ni wae
32. te nano ni wae
33. te tabo ni wae
34. te uki ni wae

Additional Activities: This is a continuation of the first part of the lesson, now dealing with the parts of the head. Do the same identification exercises as before, first by number, then by pointing to the parts of your face.

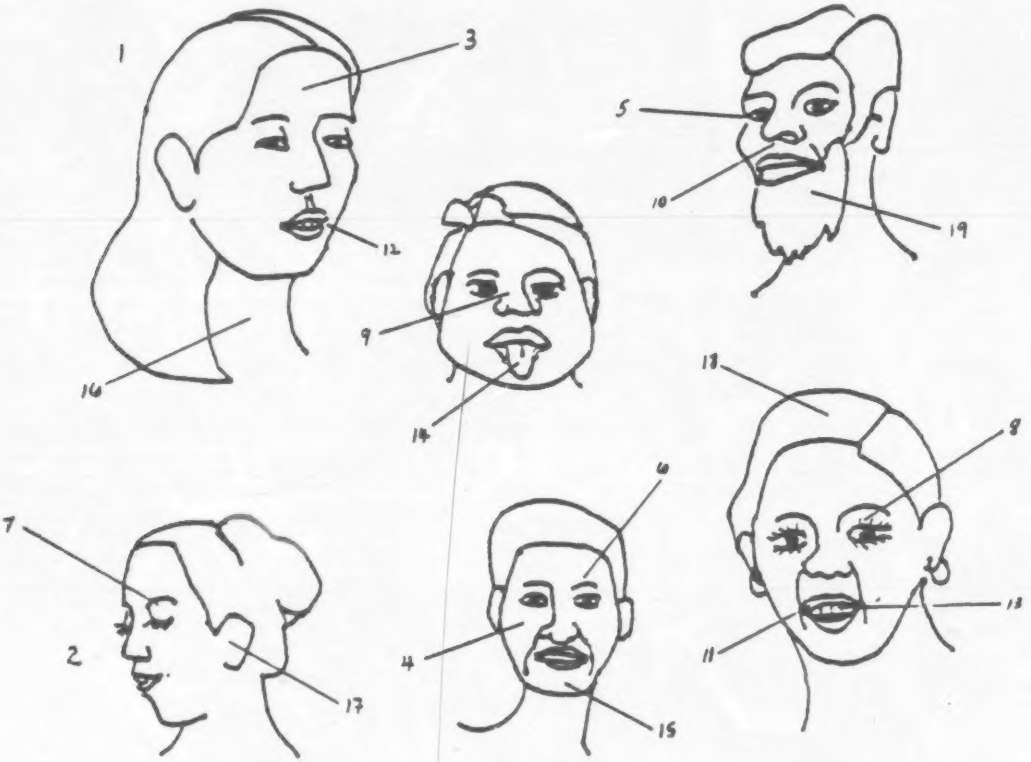
Translation of Key:

1. head
2. face
3. forehead
4. cheek
5. eye
6. eyebrow
7. eyelid
8. eyelash
9. nose
10. nostril
11. lips
12. mouth
13. tooth
14. tongue
15. chin
16. neck
17. throat
18. hair
19. beard

Note:

With only one exception (ari - eyebrow), all body parts must take the possessive pronoun suffixes when used in their usual manner, that is, referring to someone's eye, nose foot or whatever. They never follow the possessive pronoun. In previous times (especially on Abemama, Kuria, and Aranuka) it was considered impolite to mention someone's head, which was considered sacred. This custom has apparently passed out of practice.

Outside Activities: Additional vocabulary for internal body parts and body functions is provided in book three, along with the charts in this lesson. Study this additonal vocabulary, and make notes of any of the names you may discover for less common body parts.


1
3
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12
9
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18
8
6
7
2
17
4
15
11
13

Key:

1. te atuu
2. te ubu, te moamoa
3. te ram'a
4. te taba
5. te mata
6. te ari
7. te rebe ni mata
8. te burae ni mata
9. te b'airi
10. te b'angab'anga ni bairi
11. te ria
12. te wii
13. te wii
14. te newe
15. te b'ange
16. te roroa
17. te biibii
18. te ira
19. te buai

BATHING

Lesson Twenty-Nine

Objectives: This lesson will provide you with some vocabulary useful in washing up, as well as some practice in describing an operation - an ordered set of procedures for accomplishing a task.

Activities: Study the monologue. Once you have understood it, recompose the contents to describe the procedure in an ordered sequence entitled "To take a bath". For example: First you draw water from the well and fill the basin. Then you get your soap and towel... etc. Take this opportunity to practice ordinal numbers.

Translation of Monologue:

Bathing

Do you want to bathe?
The bathroom's outside if you want it.

Let's go and wash up!
Fetch some water from the well and fill the basin.
There's some soap too.
Do you have a tooth-brush and toothpaste?
And a comb and hairbrush?
Have you your towel?

That's the toilet.
Pour water in when you finish.

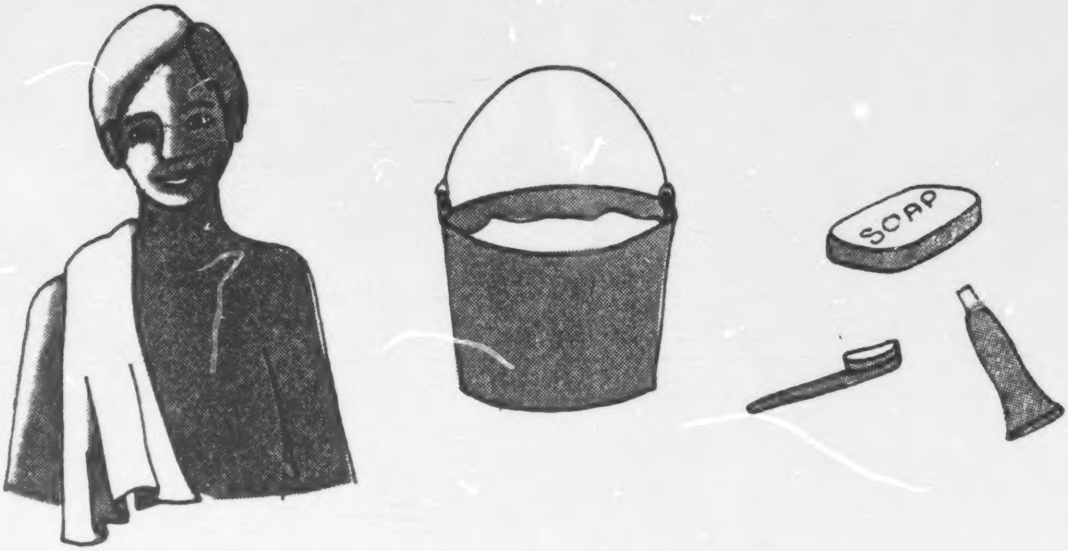
Additional Activities: Rewrite the narrative as a dialogue.

Outside Activities:

1. For the next few times you bathe or wash up, subvocalize this lesson as you do it.
2. How many different kinds of Kiribati toilets are there? How is laundry done? What have you discovered about the Kiribati sense of privacy regarding bathing?

TE TEBOTEBO

Reirei Uabwi Ma Ruaiua



Monologue
for study:

Te Tebotebo

Ko kan tebotebo?
Are i tinaniku te um'a n tebotebo ngkana ko tangiria.

Ti a nako n tebotebo!
Itia te ran man te m'anib'a ao kaona te beetin.
Iai naba te toobu.
Iai am burati n irewii ma toobuna?
Ao te koom ma te burati?
Iai am taara?

Arei te tabo n nako taari (kai n nako tinaniku).
Kab'aroa te ran inanona ngkana ko tia.

THE INVITATION

Lesson Thirty

Objectives: This lesson provides you with practice with invitations - asking and accepting, and some of the possible related responses.

Activities: Memorize the dialogue, choose roles, and practice acting it out.

Translation of Dialogue:

The Invitation

William: Would you like to come to my house for dinner?

Tom: Sure, but when?

William: How about tomorrow evening?

Tom: What day is that, Wednesday?

William: Yes.

Tom: I'm very sorry, but we have our meeting on Wednesday nights.

William: How about Thursday?

Tom: I think that's good. I'll be there Thursday evening.

William: See you at 7:00 o'clock?

Tom: That's good. I'll see you there.

Additional Activities: Replace the underlined words in the sentences with different times and occasions, and rewrite the dialogue. (lunch = katawanou).

Outside Activities: See what you can discover about the Kiribati attitude toward invitations. Are they very formal? Punctual? Are you expected to bring anything?

TE KAKAO

Reirei Tenibwi

Dialogue
for
Memorization:

Te kakao

Uriam: E konaa n reke am tai b'a ti na katairiki n au auti?

Toma: E raoiroi ao nningai?

Uriam: E uara tairikin ningaabong?

Toma: Te kairabong, te Katenibong?

Uriam: E eng.

Toma: I rangi n nanokaawaki b'a n tairikin te Katenibong iai ara kaboowi.

Uriam: Ao e uara te Kaabong?

Toma: I taku b'a e raoiroi. N na roko ikanne n tairikin te Kaabong.

Uriam: Ti a kaaitiboo nakon te aoa itiua?

Toma: E raoiroi. Ti a boo ikanne.

DINNER

Lesson Thirty-One

Objectives: This lesson deals with the evening meal, and you will learn a little about Kiribati eating habits as well as a number of new vocabulary items relating to food and eating.

Activities: Study the narrative and the accompanying supplementary vocabulary. When you have understood it, prepare a short talk on a Kiribati meal and some of the foods which can be found there.

Translation of Narrative:

Dinner

The family gathers together for the evening meal. All the family members sit on mats with their plates and cups.

On the plates in front of them are found foods like fish, rice, boiled breadfruit, and grated or broken out coconut. There is a pitcher of toddy from which they pour their drinks.

They use their fingers to eat the fish, and spoons for the rice.

When they have had enough, they wash up with a basin of water.

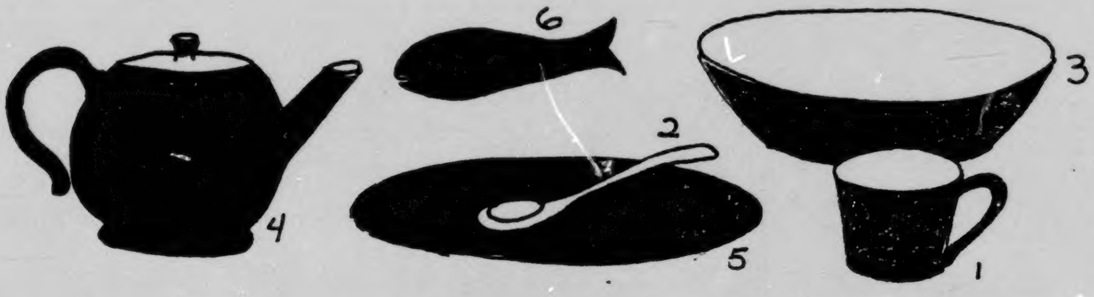
Translation of Vocabulary:

plate
cup
spoon
basin
tea-pot
kind of shellfish
kind of shellfish
kind of shellfish
fish
rice
breadfruit

toddy
pumpkin
potato
onion
tea
coffee
bread
fruit
meat
babai

TE KATAIRIKI

Reirei Tenibwi Ma Teuana



Narrative for Study:

Te Katairiki

A tataneiai utuu nako ni bootaki ni katairiki. A bane n tekateka kaain te utuu iaon te kie ma aia raurau ao aia m'angko.

A toka iaon raurau i mataia taian am'arake n aron te ika, te mai ae e kaburoaki ao te ben ae e kautuaki ke e katarinaki. Iai te boora ni karewe are a konaa ni kab'aroi nimaia mai iai.

A kabonganai taboni baiia ni kana te ika ao a kabonganaa te buun ibukin te raiti.

Ngkana a ngae ao a kabururu man te betin n ran.

Vocabulary:

te raurau
te m'angko
te buun
te beetin
te tiibaati
te bun
te koikoi
te koumara
te ika
te raiti
te mai

te karewe
te baukin
te buteeta
te anian
te ii
te koobe
te kariki
te uaa ni kai
te iriko
te b'ab'ai

Additional Activities:	Prepare and present a short talk on a dinner in America, in contrast to the one you have just been studying in Kiribati. Where necessary, use English vocabulary items.
Outside Activities:	What percentage of Kiribati food comes from the store? How much imported food is there in common use? Prepare a list of the main imported foods and their cost. Do most people buy food from the stores? Use the facing page to record names for Kiribati foods and costs of native and imported foods.

TIME TO EAT

Lesson Thirty-Two

Objectives: To supplement the past few lessons on meals in Kiribati, this lesson provides you with some vocabulary and useful expressions for use during a meal.

Activities: Memorize the phrases. Then role play a meal situation with the members of your class.

Translation of Phrases:

Are you hungry?
Are you thirsty?
Do you want to eat?
Do you want to drink?
Have you had enough?
Thank you.
It's delicious.
I've had enough.
Would you like a little more?
Yes, please.
What is that food?
to eat
to eat ______
to drink
to drink ______
to cook
to cook food
your meal

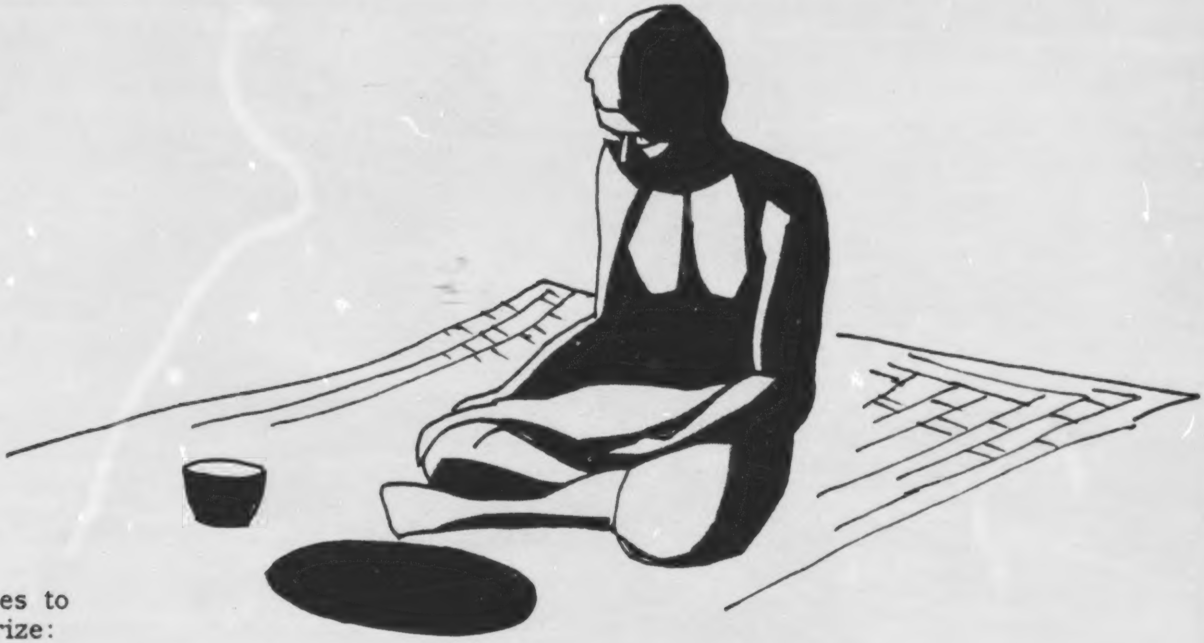
Additional Activities.

1. Using the above phrases and vocabulary from preceding lessons, prepare a dialogue around a meal. Include a number of participants if you can.
2. Have a class dinner.

Outside Activities: What are the Kiribati habits concerning offering food? Do they ask first or merely present it? Is it normal to offer someone a drink when they come to visit? Hot or cold?

TAIN TE AM'ARAKE

Reirei Tenibwi Ma Uoua



Phrases to
Memorize:

Tain te Am'arake

Ko (a) baki?
Ko (a) taka?
Ko kan am'arake?
Ko kani moi?
Ko a ngae?
Ko rab'a.
Eng kangkang.
I a ngae.
Ko tangira riki teutana?
E eng, taiaoka.
Teraa te am'arake aanne?
n am'arake
kana _____
ni mooi
nima _____
ni kuuka
kam'aa te am'arake
kanam

SMOKING

Lesson Thirty-Three

Objectives: This lesson is about smoking in Kiribati. You'll learn something about local cigarettes and how they are made, and get some more practice in describing a process of doing something.

Activities: Study the narrative. Once you understand it, re-do it in the form of a process description that might have a title "To make a cigarette", along the lines of: First you take your tobacco and cut it up into little pieces...

Translation of Narrative:

Smoking

A: What are you doing?

B: Cutting up tobacco.

A: And what's that?

B: A roll of pandanus leaf cigarette wrapper.

A: And what do you do with it?

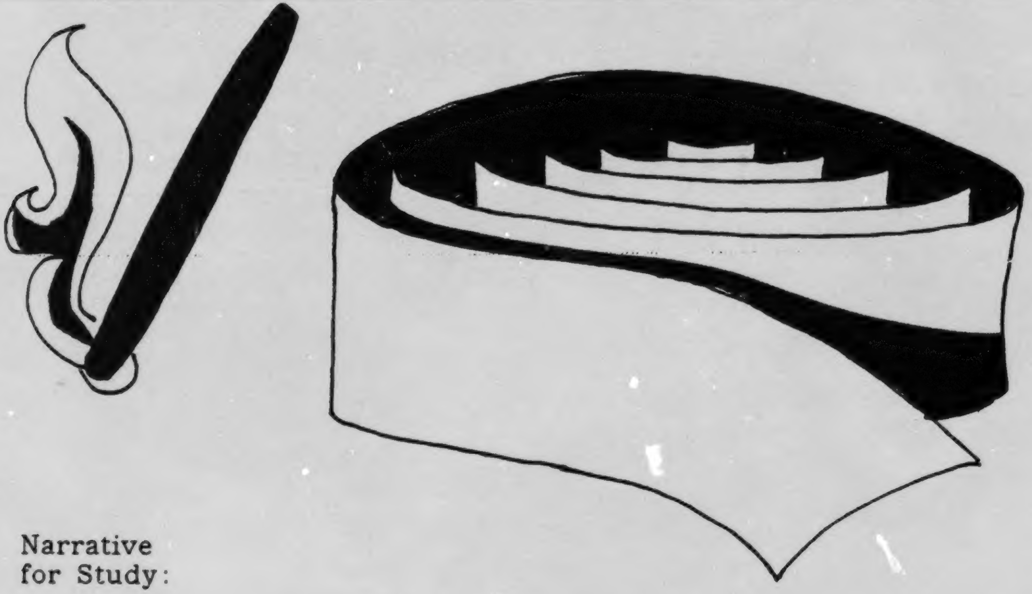
B: I'm making it for the road.

A: Can you tell me how to do it?

B: You see, I cut it up fine, and rub it in my hand to soften it. Then I cut a piece of rauara from the roll, and run a knife over it to straighten it and clean off the fibers. I put the tobacco in and roll it up. If you turn in both ends of the rauara tube with a match stick, the tobacco won't fall out and it will stay rolled up. Sometimes when I make some to carry I just lightly tie a piece of fiber around it to keep it rolled up.

TE MOKO

Reirei Tenibwi Ma Teniua



Narrative
for Study:

Te Moko

A: Teraa ae ko karaoia?

B: I maeka au moko.

A: Ao teraa aanne?

B: Niirana te rauara.

A: Ao ko na iranna ngkanne?

B: N na niiria b'a au tianaki.

A: Ko konaa ni kaota nakoiu karaona?

B: Ko ataia, I maemaekia imwiina ao I bubuia inanoni baiu ni kamarauraua. Ngkanne I a korea rauarana ao I kabuubuta te biti iaona ni kaetia ma ni kaitiakia raoi. I kanoaia ngkanne n te baakee ao I a niiria. Ngkana ko kam'anui tabona tao n te kainimaatiati ao e na bon aki mm'aanako baakeena ao e na bon tiku n raoiroi n aron niirakina anne. N tabetai ngkana I niiri tabeai b'a N na uoti ao I ti kamatoai ni kabaei nuukaia b'a a na aki b'aranako.

Additional Activities: Study the supplementary dialogue and vocabulary, and role play the parts. Now try constructing a new dialogue, based on this one and the earlier narrative.

Translation of Supplementary Dialogue:

A: Do you have a smoke?
B: Yes, see how you like the taste of this smoke.
A: What kind is that?
B: Rauara.
A: What's that?
B: Tobacco rolled in pandanus leaf.
A: Thanks, have you a light?
B: Yes, here.
A: Thank you.
B: How is it, good?
A: Yes, it tastes better than American cigarettes.

cigarette
smoke
fire (a light)
lighter
pipe
tobacco
matches
pandanus leaf 'cigarette'

Outside Activities: What are the Kiribati attitudes towards smoking? Is it proper for women to smoke? Just cigarettes or pipes too? Do people seem worried about health hazards? Is there lung cancer? Do you find any differences between Kiribati smoking customs and American?

Note:

The tobacco used in making 'rauara' comes in twisted sticks from New Guinea, and is more commonly used than packaged pre-rolled cigarettes, which cost quite a bit more - up to around $1 a package. Most stores sell sticks of 'twist' and some sell rolls of rauara as well. One stick costs around 25¢. A pre-rolled raura is sometimes sold in stores too, at about 5¢. Most people roll their own.

Additional Dialogue and Vocabulary:

A: Iai am moko?
B: E eng, noora kangkangin te moko aei.
A: Teraa am moko anne?
B: Te rauara.
A: Ae teraa?
B: Te baakee ae e niraki n te rauara.
A: Ko rab'a, iai am ai?
B: E eng, aei.
A: Ko rab'a.
B: E uara e kangkang?
A: E eng, e kangkang riki nakoni mokon Amerika.

te tikareti
te bubu
te ai
te tib'aake (te raaita)
te baibi/te baiti
te baakee
te maatiati
te moko te rauara

OCCUPATIONS

Lesson Thirty-Four

Objectives: This lesson gives you some practice with the names of some common Kiribati occupations, including the use of the agent prefix 'tia' (-er).

Activities: Match the occupations in column 1 with their descriptions in column two. When you have linked the items, form two groups and ask each other questions like: Does 'A' do '3'? No, "A' does '4'. or "Yes, A does 3". Or questions like: Who takes care of the sick? The doctor cares for the sick. Make full sentences.

Translation of Lists:

Occupations

A.	The doctor	1.	builds a house
B.	The fisherman	2.	catches the criminal
C.	The carpenter	3.	memorize from books
D.	The nurse	4.	catches fish
E.	The policeman	5.	helps the doctor
F.	The toddy cutter	6.	cares for the sick
G.	The teacher	7.	plants babai
H.	The typist	8.	knows tunes
I.	The cook	9.	writes in an office
J.	The students	10.	makes the food
K.	The singer	11.	has a toddy knife
L.	The babai cultivator	12.	gives knowledge

Who takes care of the sick?
The doctor cares for the sick.

TAIANI MM'AKURI

Reirei Tenibwi Ma Aua

Lists for
Exercises:

Taiani Mm'akuri

A. Te taokita
B. Te tia akawa
C. Te kaabenta
D. Te neeti
E. Te bureitiman
F. Te tia koro karewe
G. Te tia reirei
H. Te tia taibi
I. Te kuuka

J. Ataein te reirei
K. Te tia anene
L. Te tia ribana

1. te tia katei auti
2. te tia taua te bure
3. e kamate b'ai man te boki
4. e teke konana te ika
5. te tia buoka te taokita
6. te tia katoki aoraki
7. te tia unika te b'ab'ai
8. ae e ataa te nooti
9. te tia koroi taeka ni b'ai n te aobiti
10. te tia karaoa te am'arake
11. ae iai ana katati
12. te tia anaa te rabakau

Antai ae e kawakiniia aoraki?
E kawakinia aoraki te taokita.

Additional Activities: Using the list of occupation on the previous page, link them with the list of places of work given on the next page. Form questions along the lines of "Where does the doctor work?" and ask them of each other. Answer with sentences like: "The doctor works in the hospital. He cares for the sick."

Translation of Work-Places:

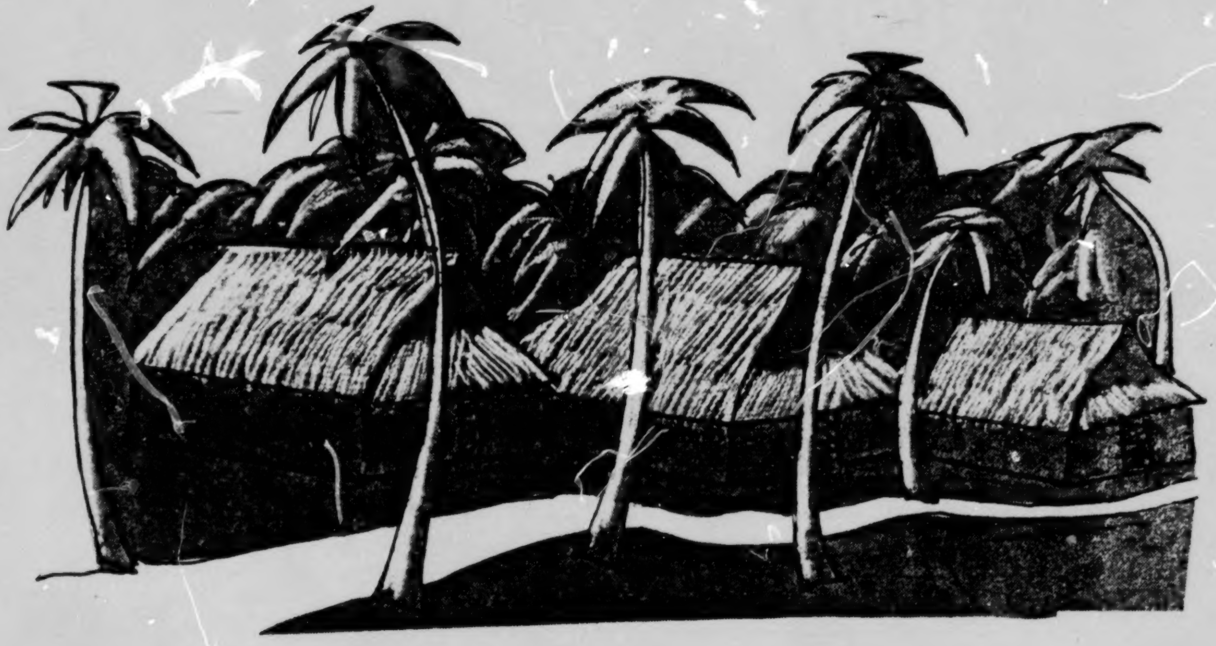
Work-places

1. the house
2. the hospital
3. the sea
4. the coconut tree
5. the school
6. the office
7. the cook house
8. the club
9. the babai pit
10. the police station

Tell the works of the people.
Tell where they work.

Who works in the hospital?
Where does the teacher work?

Outside Activities: Make an additional list of occupations in Kiribati. Do most women work? What kinds of jobs are restricted to men? To women? What about children?



TABO NI MM'AKURI

1. te auti
2. te oonaoraki
3. taari
4. te nii
5. te um'a n reirei
6. te aobiti
7. te um'a ni kuuka
8. te kirabu
9. te rua ni b'ab'ai
10. te aobiti ni bureitiman

Kaoti aia mm'akuri aomata.
Kaoti aia tabo ni mm'akuri.

Antai ae e mm'akuri n te oonaoraki?
E mm'akuri iia te tia reirei?

REIREI TENIBWI MA AUA	TAIANI MM'AKURI

HOW TO MAKE THINGS

Lesson Thirty-Five

Objectives: This lesson will provide you with additional practice in explaining how something is done (an operation). In addition, the main reading and the supplementary one will teach you something about two common Kiribati activities: weaving a coconut leaf curtain, and preparing pandanus leaves for cigarette rolling.

Activities: Study the operation, until you are able to explain the process yourself, and understand what is going on. When you have occasion to observe someone actually doing one of these activities, go over the steps mentally as you watch. Think of the movements involved as you describe the process.

Translation of Operation:

How to weave a curtain

The first thing is to get a brown coconut leaf, and to soak it in the sea to soften it.

When it is well soaked, remove it from the water.

Tear it in half over the other.

Place one half over the other.

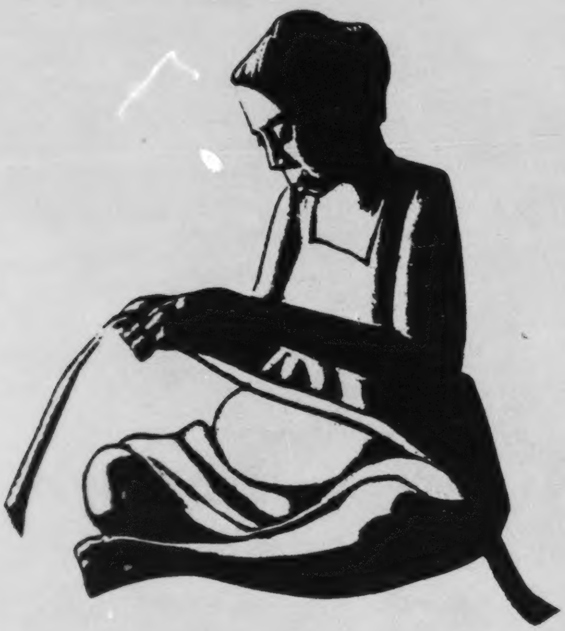
When that is done, you start weaving by placing one leaf over the other.

Note:

Curtains such as the one described in the above procedure are one of the most common ways of walling off sections of a house from the outside elements. When not in use they can be tied up out of the way, and when they wear out another can be quickly and easily woven. Virtually every woman knows how to make one, and they all seem to feel "there's nothing to it".

ARONI KARAOANI B'AAI

Reirei Tenibwi Ma Nimaua



Operation: **Aron rarangan te roki**

Te moani b'ai boni karekean te rin, ao taonna i taari b'a e aonga n raure raoi baana ma ni maraurau.

Ngkana e a mara ao aekia mai taari.

Raeuaia mani kaina are i nuuka ni kareke uobaa.

Katokaa teuana iaon teuana ni kaaibibitii.

Ngkana e tia aanne ao ko a raranga te roki ni katoka te baana iaon te baana.

Supplementary Activities: An additional operation is presented, and can be treated similarly to the first one. After you understand it and can produce a description of the process on your own, try creating a dialogue in which someone is asking how to do it, and the other is explaining the process.

Translation of Supplementary Operation:

Skinning the pandanus leaf for rauara

Get dry pandanus leaves.

Remove the thorns from both edges and the middle.

When that's done, cut it in half from the middle with a knife or fingernail.

Roll the pandanus leaf in order to soften it.

Unroll them again and start skinning the inner part.

Use the thin part, and remove the thick.

When all your rolled leaves have been skinned, roll up the thin part again, to prevent stiffness and scattering.

Outside Activities: Try to locate someone engaged in these activities and watch what they are doing. Ask them to explain the process to you, and try to explain back to them your understanding of it. Try explaining it to someone else, and see if they can follow you.

Supplementary
Operation for
Study:

Te kuo rauara

Karekei baani kaina aika a mau.

Kanakoi makeiia n itera nako ao inuukana.

Ngkana e tia anne ao an raeuaia mai nuukana n te biti ke n ukini baim.

Niiri baa ni kaina akanne b'a e aonga ni marau ma ni mate kaina.

Manga kab'arai ao kuoti iteraia ake iaona.

Kabongana iterana are mmanii ao kaaki are matenten.

Ngkana a bane ni kuotaki am baani kaina ake ko a tia n niiri ao manga niiri rauara n te aro ae a na mate kaiia ma n aki maae nako.

HOW MANY KINDS OF SCHOOLS IN KIRIBATI?

Lesson Thirty-Six

Objectives: This lesson is designed to acquaint you with the Kiribati school system and education in Kiribati.

Activities:

1. Try to learn the answers to the questions as a recitation.
2. Study the dialogue, and then break up into small groups and discuss "Education in Kiribati".

Translation of Dialogue:

How many kinds of schools (are there) in Kiribati?

There are very many primary schools, but only a few secondary schools.

How is admission to the primary schools done?

Children are first admitted when they are six to seven years old.

After that they take an entrance examination for the secondary schools, which are KGV (King George V)/EBS (Elaine Bernachi School), Catholic Junior College, and Hiram Bingham.

How old are students when they first enter?

Only students between twelve and thirteen are admitted.

IRAUA AEKAN REIREI IAONI KIRIBATI?

Reirei Tenibwi Ma Onoua

Dialogue
for Study:

Iraua aekan reirei iaoni Kiribati?

A rangi ni bati reirei ake moan rinan, ao bon ti tabeua reirei ake kaua rinan.

E kangaa aron te karinrin n reirei ake moan rinan?

A moa n rin ataei n reirei akanne man onoua nakon itiua te ririki.

Imwiina a ukeuke nakon kaua rinan n reirei aika KGV/EBS, Catholic Junior College, ao Hiram Bingham.

Ao iraua aia ririki ataei ni moan riniia?

A karinaki ataei aika i marenan tebwi ma uoua nakon tebwi ma teniua te ririki.

Supplementary Activities: Divide the class in half, and using the basic and supplementary dialogues, conduct an interview about schools in Kiribati. The interviewer may read the questions.

Translation of Continuation of Dialogue:

Are there any other schools?

> Yes, there's a Teacher's Training College, Marine Training School, School of Nursing, and the Tarawa Technical Institute.

Who established those schools?

> They were all established by the government, but there are also some which were established by the Catholic mission, the Protestants, Seventh Day Adventists, Church of God, and the Mormon Church.

Outside Activities: See if you can visit a school near you. What differences can you discover between Kiribati schools and ones back home? What similarities? Interview a school child. How do their attitudes compare with those of American school children?

Continuation
of Interview:

Ao ake tabeua bon reirei naba?

> E eng, iai te reirei n tia reirei, te reirei ni kaimoa, te reirei n neeti, ao ai te reirei ibukin mm'akuri.

Antai ae e katei reirei akanne?

> A kateaki ni kabane iroun te Tautaeka ma ti tabeua aika a kateaki man Aaro aika te Katorika, Te Kamatu, Te Itibong, Ana Ekaretia te Atua ao ai te Aro ni Mormon.

REIREI TENIBWI MA ONOUA	IRAUA AEKAN REIREI IAONI KIRIBATI?

GO TO THE BLACKBOARD

Lesson Thirty-Seven

Objectives: This lesson is an exercise in following instructions. You will be given directions to do and say things which might occur in a classroom situation, and practice in interacting under those circumstances.

Activities: This lesson is an interaction with your teacher. Memorize your role, and act according to the instructions your teacher will give you. Some of the instructions may vary a bit from the dialogue as presented, but you should be able to follow along and produce the correct responses.

Translation of Dialogue:

Go to the blackboard!

Teacher: (John) Please go to the blackboard.
Good. Tell me what you are doing.

John: I'm standing in front of the blackboard.

Teacher: All right. Write it in a sentence.

John: Anything else?

Teacher: Yes. Correct your Kiribati.
Wait! What are you going to do?

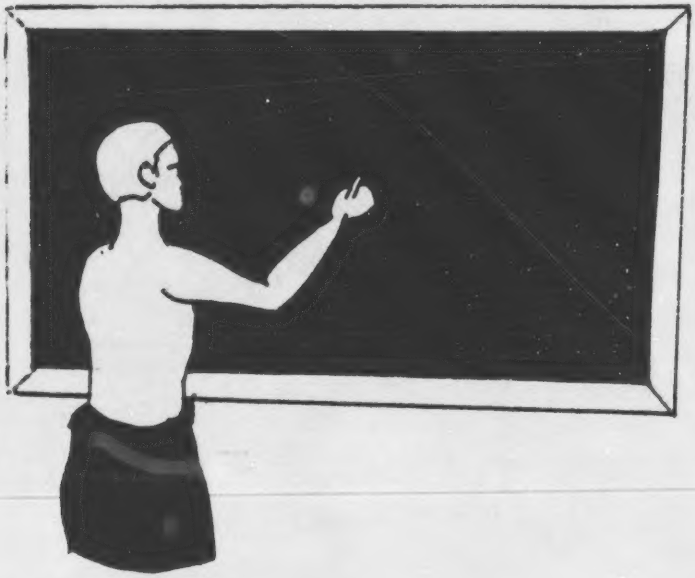
John: I'm going to write on the blackboard.

Teacher: Good, go ahead.
Is it finished?

John: Yes.

NAKON TE BURAKIBOOTI!

Reirei Tenibwi Ma Itiua



Dialogue to Memorize:

Nakon te burakibooti!

Tia Reirei: Taiaoka ma nakon te burakibooti, (Tiacn).
E raoiroi. Tuangai b'a teraa ae ko karaoia.

Tiaon: I tei imatan te burakibooti.

Tia Reirei: Aia. Ao koreia n te kibu n taeka.

Tiaon: Iai riki?

Tia Reirei: E eng, kaeta raoi am taetae ni Kiribati
Tataninga! Teraa ae ko nang karaoia?

Tiaon: N nang koroboki iaon te burakibooti.

Tia Reirei: E raoiroi ma waaki.
E a bane?

Tiaon: E eng.

Supplementary Activities: Using the continuation of the dialogue, carry out the rest of your teacher's instructions. When you have finished, prepare in narrative form a description of what has occurred.

Translation of Continuation of Dialogue:

Teacher: Tell me what you have just done.

John: I've just written on the blackboard.

Teacher: That's good, but read it.

John: ....

Teacher: That's very good John. You may sit down.
Wait a minute!
What is that you are doing?

John: I'm going to sit down.

Teacher: Good. Thank you very much John.

Outside Activities: Following instructions is similar to the game of Simon Says. Prepare a short set of "Simon Says" instructions in Kiribati, and play the game with your class. Such instructions might include 'stand up', 'sit down', 'turn around', 'tell me your name', etc. (Study the grammar lesson on imperatives for some assistance).

Continuation of Dialogue to Memorize:

Tia Reirei: Tuangai b'a teraa ae ko a tib'a tia ni karaoia.

Tiaon: I a tib'a tia ni koroboki iaon te burakibooti.

Tia Reirei: E raoiroi ma ani warekia.

Tiaon: .....

Tia Reirei: E rangi n raoiroi Tiaon. Ko a konaa n tekateka.
Tataninga moa!
Teraa ae ko tabe ni karaoia?

Tiaon: N nangi nako n tekateka.

Tia Reirei: E raoiroi. Ko bati n rab'a Tiaon.

REIREI TENIBWI MA ITIUA NAKON TE BURAKIBOOTI!

READING AND WRITING

Lesson Thirty-Eight

Objectives: This lesson concentrates on reading and writing, providing you with new vocabulary in these areas and a little information about Kiribati books.

Activities: Using the fill-in dialogue provided and the vocabulary which follows, act out the scenario at the blackboard, following the instructions and giving appropriate responses. When you have completed this for both roles, design a parallel situation for acting out by your class.

Translation of Fill-in Dialogue:

Reading and Writing

What do you use when you write?

A ______ or a ______ or ________.

Can you write something?

What shall I write?

Write __________ in Kiribati.
And then write a sentence.
Do you know what the parts of words are?

Yes they're ________.

How many ________ are there in the ______ "word"?

________.

And how many words are there in this ________?

_________.

Vocabulary:

word
sentence
paragraph
book
newspaper

pen
pencil
chalk
letter
capital letter

print
period
script (cursive)
comma

TE WAREBOKI AO TE KOROBOKI

Reirei Tenibwi Ma Waniua

Fill-in Dialogue:

Te wareboki ao te koroboki

Teraa ae ko kabonganaa ngkana ko koroboki?

Te _______ ke te ______ ke te ______.

Ao ko konaa ni korea te b'ai teuana?

Ao teraa ae N na koroia?

Koroi __________ n te taetae ni Kiribati.
Ao ngkanne manga korea te kibu n taeka teuana.
Ko ataia b'a teraa arani m'akoro n taeka?

E eng, taiani ______.

Ao iraua _______ te _______ ae "taeka"?

________.

Ao iraua taeka n te _________ aei?

_________.

Vocabulary:

taeka
kibu n taeka
barakurabe
boki
nutibeeba

been
bentira
tiaoka
man
man buubura

man ni bwereti
biriari (te toki)
mani n reireiti
koma

Additional Activities: An additional interview is provided. Act out this interview. When you have mastered it, prepare a short narrative on reading or writing for presentation to the class.

Translation of Additional Interview:

Can you read Kiribati?

Yes, I like to read Kiribati very much.

But are there books written in Kiribati?

Yes, there are school books written as well as the Bible and religious texts.

I heard that there is a history of Kiribati written which will come out during independence.

Yes, that's true, I'll be very happy to read it.

Outside Activities: Many books exist in Kiribati - as well as newspapers written early in this century. When you are on Tarawa explore the resources of the National Library and Archives at Bairiki. Refer also to the bibliography at the end of The Special Skills Handbook for readings on and in the Kiribati language.

Supplementary Dialogue for Study:

Ko rabakau ni wareka te taetae ni Kiribati?

E eng. I rangi ni kani wareware ni Kiribati.

Ma iai booki aika a koreaki n te taetae ni Kiribati?

E eng, iai booki n reirei naba aika a tia ni koreaki n aron te Baibara ao taekan aaro.

I ongo b'a iai rongorongoni Kiribati ae e a tia ni koreaki ao te boki aanne e na tauraoi nakon tain te Inaomata.

E koaua, N na bon rangi ni kukurei ni warekia.

ON THE BEACH

Lesson Thirty-Nine

Objectives: This lesson is intended to introduce you to the beach, and some of the activities you may find along the shore. Later lessons will offer more information on fishing, shellfish, etc.

Activities: Study the dialogue, and act it out, until you have a good understanding of it. When you have finished, prepare a short narrative along parallel lines, describing some of the activities you may see on shore.

Translation of Dialogue:

On the Beach

Biribo: Let's go pass some time on the beach!

Jack: What are those boys doing?

Biribo: They're bathing in the sea.

Jack: Do you also swim on the ocean side?

Biribo: Yes, sometimes.

Jack: What about man-eating fish?

Biribo: No man-eating fish near the beach. Only in the deep ocean.

Jack: What's that man doing?

Biribo: He's diving.

Jack: What for?

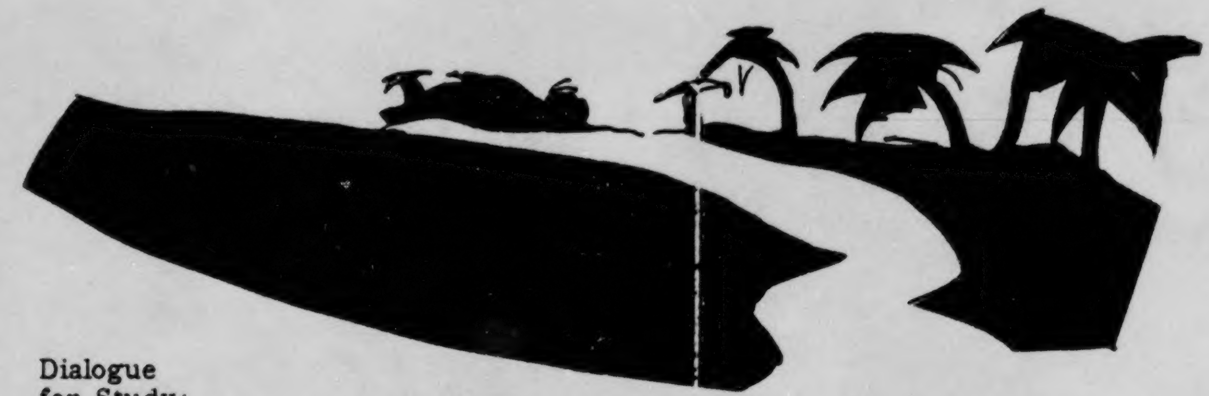
Biribo: Diving for 'te bun' (a kind of shellfish).

Jack: Are these 'te bun'?

Biribo: Yes, that's them.

IAON TE BIKE

Reirei Tenibwi Ma Ruaiua



Dialogue for Study:

Iaon te bike

Biribo: Ti a nako ni kakaaki botura iaon te bike.

Tiaki: Teraa ae a karaoia atainimm'aane akekei?

Biribo: A tebotebo i taari.

Tiaki: Kam tebotebo naba i tanrake?

Biribo: E eng, n taai tabetai.

Tiaki: Ao iika ni kaakang?

Biribo: Akea iika ni kaakang i mataniwin te bike. Ti i marawa.

Tiaki: Ao teraa are e karaoia teuaarei?

Biribo: E tebo.

Tiaki: B'a bukin teraa?

Biribo: E tebo bun.

Tiaki: Akanne taiani bun?

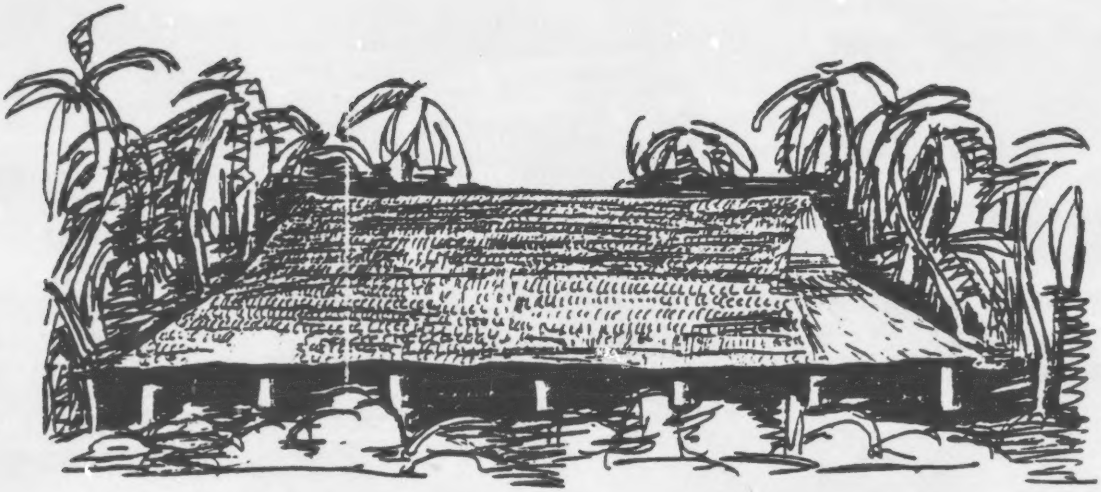
Biribo: E eng, boni ngaia.

Supplementary Activities:

Give a short talk about a walk on the beach you have taken, the things you did and saw. Your teacher can help you with any new vocabulary you may need. (If you haven't taken a walk on the beach (?!) make up a story about it anyway.)

Outside Activities:

While the land resources in Kiribati are relatively limited, those of the sea and the shore are quite abundant. Take an identification hike along the beach, noting and collecting the names of the natural objects you can find. Start to learn the names of the empty shells you come upon, which of them are major food sources, or have other functions. You may be surprised to discover that there is no general term in Kiribati for 'shells'. How can you explain this?



THE COCONUT TREE

Lesson Forty

Objectives: This lesson will acquaint you with some of the aspects of the coconut tree and its fruit. Much of the life and landscape of Kiribati revolves around this single plant, and the vocabulary for its various aspects and related uses is enormous - over 250 entries in the English index to the combined Kiribati dictionaries. You will be exposed to the more common terms in this reading.

Activities:

1. Study the narrative with your teacher. When you have worked all the way through it, respond to your teacher's questions regarding the content.
2. Write each one of the underlined words as a list and try to re-construct the narrative from memory using the key words as cues.

Translation of Narrative for Study:

The Coconut Tree

The coconut tree is very useful to the I Kiribati.

You will see its many uses.

The tree is called te nii.

The name of the ripe fruit is te ben.

The fruit of which the juice is drunk is te moimoto.

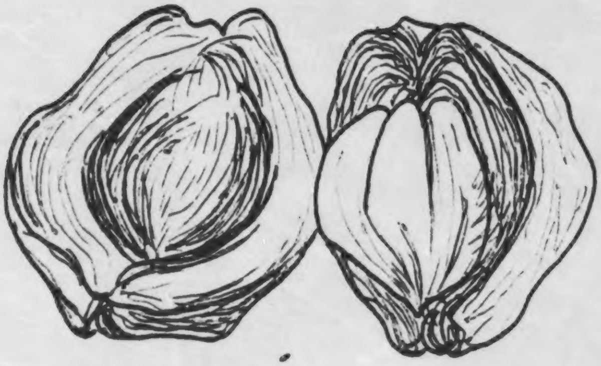
The coconut husk (the outside of the coconut) is the te ewanin.

The inside of the ripe nut is te ben, and the flesh of the nut from which the juice is drunk is te marai.

A shell bottle, te ibu can be made from the coconut, for collecting toddy - te karewe.

TE KAI AE TE NII

Reirei Abwi



Te kai ae te nii

E rangi ni boongana te kai ae te nii nakoiia I Kiribati.

Ti na noori boonganana aika a bati.

Aran te kai aei bon te nii.

E aranaki uaana ae e taai b'a te ben.

Uaana are e nimaki ranna bon te moimoto.

Tinanikun te ben bon te ewanin.

Kanoana are e tai bon te ben, ao kanoan are e nimaki bon te marai.

E konaa ni karaoaki te ibu man te ben b'a ibun te karewe.

Additional Activities:

Continue with the reading as above, answering questions from your teacher.

Give a short talk on the coconut tree to your class, without using notes.

Translation of Continuation of Narrative:

The midrib of the leaf is te baa.

Thatch for roofing the house can be made from its leaf.

When the leaf is brown, it is called te baanni, and torches can be made from it for torch-fishing and flying-fish fishing.

The name for the tree which has not yet fruited is te uto.

String can be made from the husk of the coconut which has been soaked in the sea.

Copra is also gotten from it, which can be exchanged for money.

Outside Activities:

Try to discover how many of the objects in Kiribati life are the products of the coconut tree. Do they grow by accident? Is much cultivation required? Who owns them? How many are there?

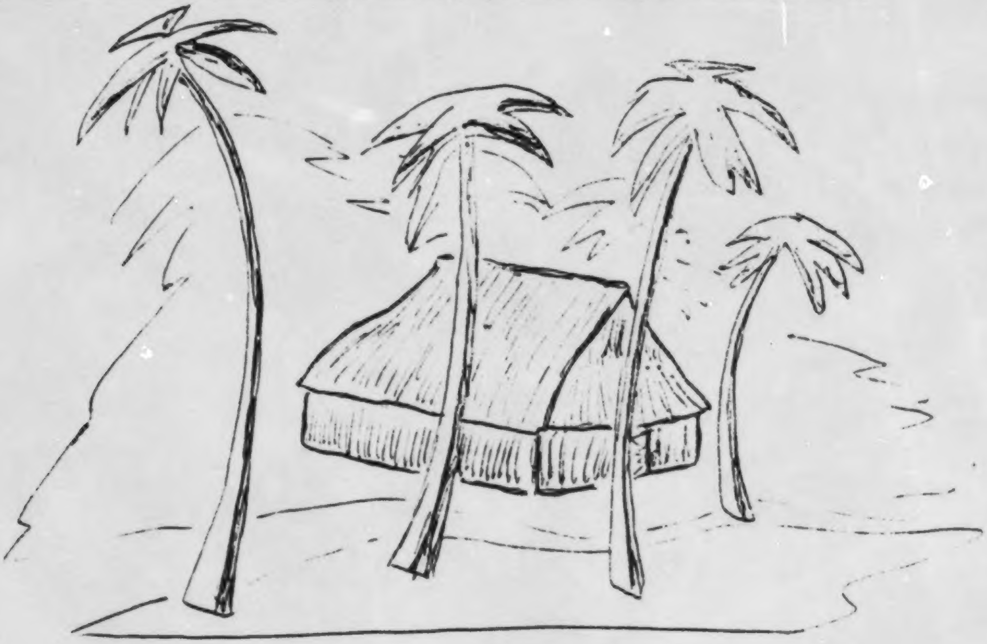
Additional Vocabulary:

grater

husking stick

grated nut

coconut milk (cream)



Continuation of Narrative:

Ao ni kaini baana bon te baa.

Man baana ao e konaa ni karaoaki te ato b'a raun te aúti.

Ngkana e b'ata baana ao e aranaki b'a te baanni, are e konaa ni karaoaki iai te oi ni kibee ke te oi n tatae onauti.

Aran te nii ae e tuai n uaa bon te uto.

E konaa ni karaoaki te kora man ewaninin te moimoto ae e kamaraaki i taari.

E reke naba mai iai te takataka are e a manga karekeaki mai iai te m'ane.

Additional Vocabulary:

te kautuai

te koro

te ben ae e kautuaaki

te ran ni ben

THE TODDY CUTTER

Lesson Forty-One

Objectives: This lesson will acquaint you with one of the unique features of Kiribati life - toddy - te karewe, the national drink, gathered twice daily from the coconut tree.

Activities: Study the interview. When you have finished, describe the procedure, going around the room giving one step at a time.

Translation of Interview:

The Toddy Cutter

What's that man doing?

> He's going to cut toddy.
>
> He climbs the coconut tree with his shell and toddy knife.
>
> You see the cut out footsteps on the coconut tree?
>
> They are used for climbing the tree.

What's he going to do on the top of the tree?

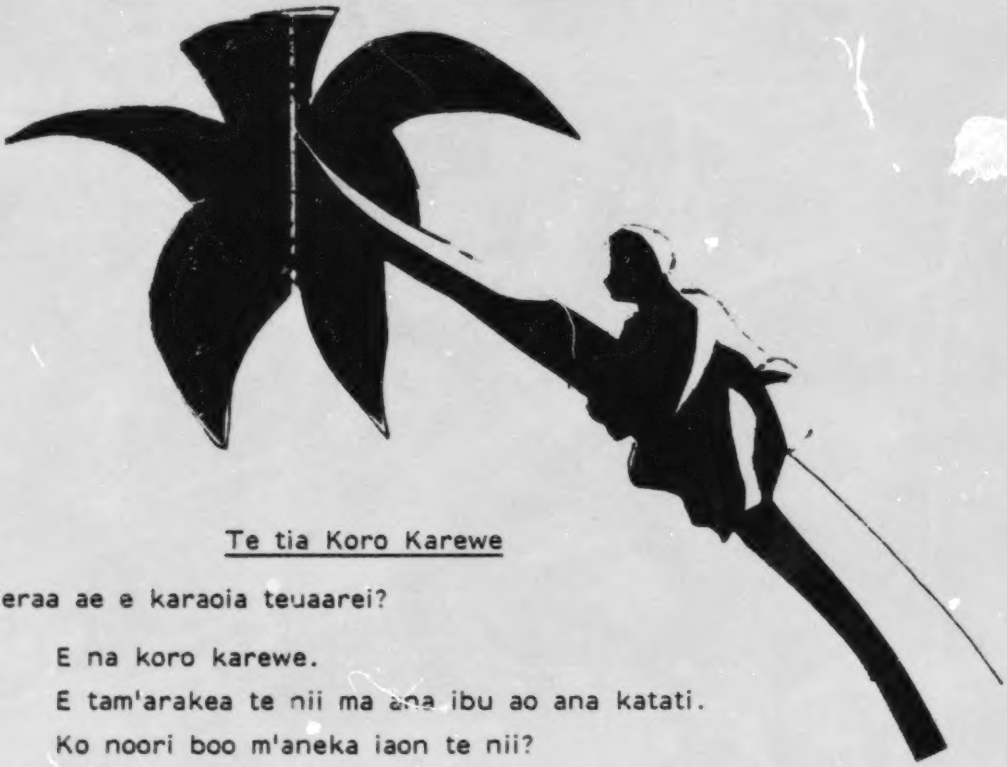
> First he'll collect the toddy juice from the spathe.
>
> After that, he'll slice the end off the spathe with his toddy knife which is very sharp.
>
> He ties a piece of coconut leaf to the end of the spathe with a spathe string, and puts on a new shell.

How many times a day is toddy cut?

> Twice, once in the early morning, and once in the afternoon.
>
> Sometimes you can hear the voices of the toddy cutters singing at the tops of their trees.

TE TIA KORO KAREWE

Reirei Abwi Ma Teuana



Interview for Study:

Te tia Koro Karewe

Teraa ae e karaoia teuaarei?

E na koro karewe.

E tam'arakea te nii ma ana ibu ao ana katati.

Ko noori boo m'aneka iaon te nii?

A kabonganaaki ibukin tam'arakean te nii.

Ao teraa ae e na karaoia i taberan te nii?

E na karuoa moa tarin te karewe man te ari.

Imwiina ao e korea tabon te ari ni kammania n ana katati ae e kakang.

E kabaea te baanni i tabon te ari ni koran te ari ao e a katokaa ibuna ae e boou.

Iraua te tai ni koro karewe n teuana te bong?

Uatai b'a n te moan ingaabong ao n te tanimaeontaai.

N tabetai ao ko konaa n ongo b'anaaia taani koro karewe n anene i taberan aia karewe.

Additional Activities: Study the continuation of the interview, following the same procedure as for the main part of the lesson. Give a short talk on toddy or toddy cutting.

Translation of Continuation of Interview:

And what is toddy used for?

It's used as a drink.

You mix it with water and you drink it.

Toddy is very tasty.

Is it hot or cold?

It's all the same.

When it's boiled, fermentation is retarded.

It can be made into molasses if it's boiled a long time.

The molasses - te kamaimai - doesn't go sour, and can be left for quite a long time.

There are many ways in which the coconut tree is used by the I Kiribati!

Outside Activities: See if you can accompany a toddy cutter and watch him in action. How many trees does he cut each time? What is fermented toddy called? Is it used for anything? What do people think of it?

Continuation
of Interview:

Ao teraa boonganan te karewe?

E kabonganaaki b'a te mooi.

E rereaki n te ran ao e a nimaki naba.

Moan te kangkang te karewe.

E kabuebue ke e m'aitoro?

Bon titeboo.

Ngkana e kaburoaki ao e kiriaria ni manging.

E konaa ni karaoaki b'a te kam'aim'ai ngkana e maan ana tai ni buro.

E aki konaa ni manging te kam'aim'ai ao e konaa n tiku inanon te tai ae e rangi ni maan.

A bati aroni kabonganaan te kai ae te nii irouia I Kiribati!

THE PANDANUS TREE

Lesson Forty-Two

Objectives: This lesson introduces you to the other significant tree of Kiribati-the Pandanus. Like the coconut, it is used not only for its fruit, but as a material for building and making the objects of daily life. Here you will find some of its uses described, and be exposed to some 'pandanus vocabulary'.

Activities:
1. Study the lesson with your teacher by taking turns "acting out" the interview.
2. Prepare a short narrative version.

Note:

There is a book written by Arthur Grimble, in which he calls the I Kiribati 'The People of the Pandanus'. The title of the book is "Migrations of a Pandanus People".

Translation of Interview:

The Pandanus Tree

What is that tree?
It's a pandanus tree.

Is it of any use?
Quite a bit. The leaves are used for making many things.

Like what?
It can be used for making mat strands, baskets, thatch. Hats can also be made from it, and tobacco wrappers for smoking.

What about its trunk?
Yes, it is used for posts, sticks and walls of houses.

Is any part edible?
Yes, its fruit can be eaten. There are foods which can be gotten from it, like pandanus fruit cake, and powdered pandanus fruit.

It seems as useful as the coconut tree.
Yes, the pandanus tree is the second most useful tree. after the coconut.

TE KAI AE TE KAINA

Reirei Abwi Ma Uoua

Note:

Iai ana boki Arthur Grimble ae e koroia are e araniia I Kiribati iai b'a Aomatan te Kaina. Aran te boki aanne Migrations of a Pandanus People.

Interview
for Study:

Te Kai Ae Te Kaina

Teraa te kai aanne?
    Bon te kai ae te kaina.

Iai boonganana?
    E rangi ni bati. A kaboonganaaki baana ibukini karaon b'aai aika a m'aiti.

N aron teraa?
    E kaboonganaaki b'a iran te kie, b'aene, raun te auti. E konaa naba ni karaoaki mai iai te b'ara, ao te rauara naba ibukin te moko.

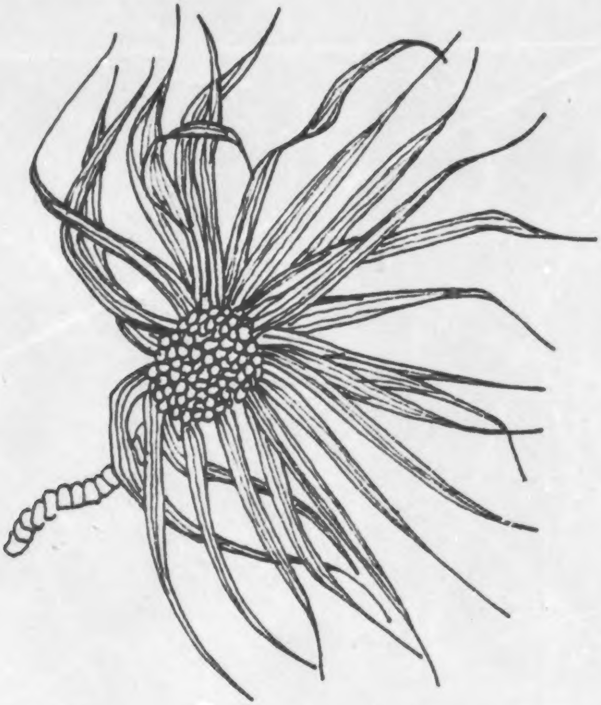
Ao kaina?
    E eng, e kaboonganaaki b'a bouan auti, kain te auti, ao oon naba te auti.

Ao iai b'aina ae e kaakanaki?
    Iai naba te am'arake ae e konaa n reke mai iai n aron te tuae ao te kabubu.

Tao ai kan titeboo naba boonganana ma te kai ae te nii?
    E eng, te kaina bon te kauoua ni bongana ni kai iaan te nii.

Additional Activities: Select one of the uses of the pandanus tree - one of the objects made from it for example, or one of the foods prepared from it, and give a short talk on that subject. This may require a little research.

Outside Activities: What other uses can you find that the I Kiribati have for the products of this tree? Is there more than one variety? What kind of cultivation is required? Do you know the English word for this tree?



REIREI ABWI MA UOUA	TE KAI AE TE KAINA

PLANTS AND ANIMALS OF KIRIBATI

Lesson Forty-Three

Objectives: This lesson completes your introduction to the flora and fauna of Kiribati, excluding the sea. Here you'll meet some of the other plants found in the islands, as well as the few forms of animal life. A fuller list of Kiribati plants will be found in The Special Skills Handbook.

Activities: Study the narrative. When you have finished, prepare a set of simple questions on the items mentioned, requiring a one sentence answer, like "Where is b'ab'ai grown'? "In a swampy pit".

Translation of Narrative:

Plants and Animals of Kiribati

Besides the coconut and pandanus, there's a kind of plant called te b'ab'ai. The root of this plant is eaten, like taro. They are grown in swampy pits.

There are some other trees which have edible fruit, like the breadfruit tree.

There are also people who plant pumpkins, bananas, papayas and cabbage.

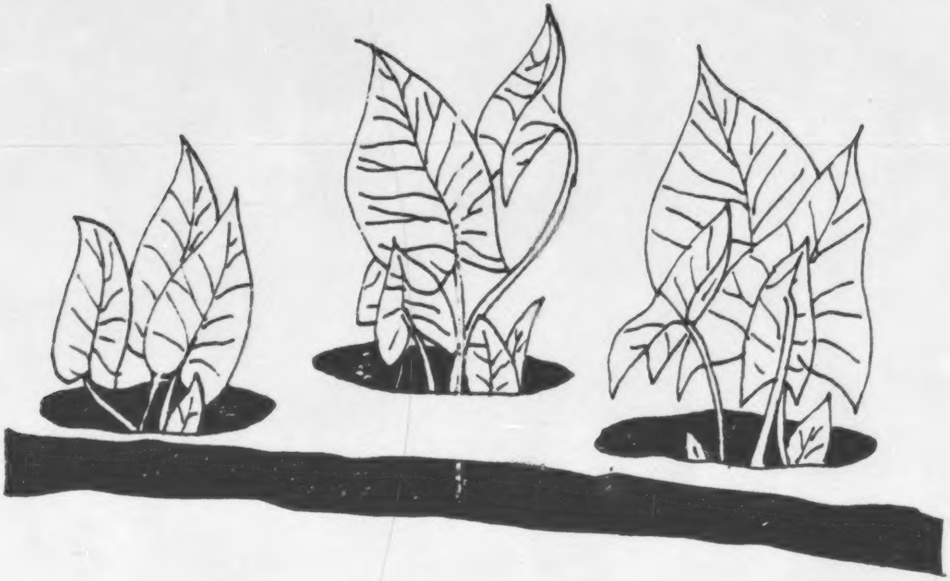
Because the soil in Kiribati is not very good, there are not many food plants which grow there.

There is however te bero, whose fruit is eaten.

Other foods, like rice, potatoes and onions are imported from outside the country.

AROKA MA MAAN AIKA A MAIU IAONI KIRIBATI

Reirei Abwi Ma Teniua



Narrative for Study:

Aroka ma maan aika a maiu iaoni Kiribati

Irarikin te nii ao te kaina iai te aeka n aroka ae arana te b'ab'ai. E kanaki bukin te aroka aei n ai aron te taorooro. A unikaki inanon ruua n te tabo ae e neinei.

Iai naba kaai tabeua riki aika a konaa ni kanaki uaaia n aron te mai.

Iai naba aomata aika a uniki baukin, banaanaa, b'aab'aaiaa ao kaabiti.

Bukina b'a e aki bati n raoiroi tanoni Kiribati, a aki bati aekani kaai n am'arake aika a maiu iai.

Iai naba te bero ae e kanaki uaana.

Am'arake tabeua n aron te raiti, te buteeta ma te anian, a kaoaki mai tinaniku.

Additional Activities: A continuation of the narrative dealing with animals of Kiribati is provided here. Treat this section in the same way as the part on plants.

Translation of Continuation of Narrative:

There aren't many food animals in Kiribati besides the pig and the chicken. Maybe this is because fish is the main food.

Goats have been tried for milk supply, but they are not many in number. Therefore milk and meat are imported.

There are some other animals, like cats, dogs, rats and some birds, but no one seems to eat them.

Crabs are eaten, and can be gotten from b'ab'ai pits or ponds.

There are also small insects like flies and mosquitoes. You know these troublesome insects, for the mosquitoes bite you, and the flies land on you or your food.

Outside Activities: How often are pigs and chickens eaten? Are they reserved for special occassions? Are any other foods reserved for special times? What are 'famine foods'? Do the I Kiribati seem to like variety in what they eat, or do they eat the same thing day after day? How prevalent is the use of imported food?

Continuation
of Narrative
for Study:

E aki bati te aeka ni man ae e kakanaki i Kiribati b'a ti te beeki ao te moa. Tao bukina b'a atuun kanaia ti te ika.

Iai te kooti ae a tia ni kataaki ni kamaiuaki ikai ibukin te miriki ma e tuai tau maitiia ma ngaia are a boni kaoaki miriki ma iriko mai tinaniku.

Bori iai riki maan tabeua n aron te katam'a, te kamea, te kimoa ao mannikiba naba ma kaanga akea ae e kaakang maan aikai.

E kanaki naba te manai ao a konaa n reke n taian rua ni b'ab'ai ke taian nei.

Iai naba maan aika a uarereke n aron te nango ao te maninnara. Ko atai maan aikai a rangi katabetabe b'a a tenaiko maninnara ao naango a tiku iaon rab'atam ke iaon am'arake.

THE LAGOON AND THE OCEAN-SIDE

Lesson Forty-Four

Objectives: This lesson introduces you to some of the marine geography of Kiribati. While the land area of the group is small, the sea area is immense, and you will find that for many if not most of the people, life revolves around this aspect of the environment.

Activities: Study the narrative and the accompanying additional vocabulary. When you have learned it, prepare a short talk in your own words on the same subject.

Translation of Narrative:

The Lagoon and the Oceanside

The islands of Kiribati are small, and surrounded by the sea which is huge.

There are two parts of the sea - the lagoon side and the ocean side.

The lagoon is mostly surrounded by island, with a reef in the west, joining the two ends.

The water of the lagoon is calmer and less salty than the ocean.

Even though the lagoon can be of enormous size, there aren't big waves like in the ocean.

When the tide is low, dry ground can be seen, which you can walk across to the other islets surrounded by the sea.

Vocabulary:

island
islet
isolated by the sea
ocean
lagoon

bubble
flood
high tide
low tide
tide

barrier
wave
deep
shallow

TE NAMA AO TANRAKE

Reirei Abwi Ma Aua

Narrative
for Study:

Te nama ao tanrake

A uarereke abam'akoron Kiribati ao a otab'aniniaki n taari ae e ab'aab'aki.

Iai uoua iteran taari b'a te nama ao tanrake.

A katoobibia te nama angiia nako, ao maeaoia bon te rab'ata are e tomai taboia ma taboia.

E raoi riki ao e ora ma n aki bati n taari te nama nakon taarin tanrake.

E ngae ngke e konaa n rangi n ab'aab'aki te nama ma bon akea naao iai aika a tootooa n aron naon tanrake.

E konaa n nooraki aon te rab'ata ngkana e rangi n ora taari ao ko konaa naba n nakonako iai nakon atim'akoro ake a otab'aniniaki n taari.

Vocabulary:

abam'akoro
atim'akoro
bwenauakin taari
marawa (tanrake)
te nama

buraburo
te ieka
iabuti
ara
te ia

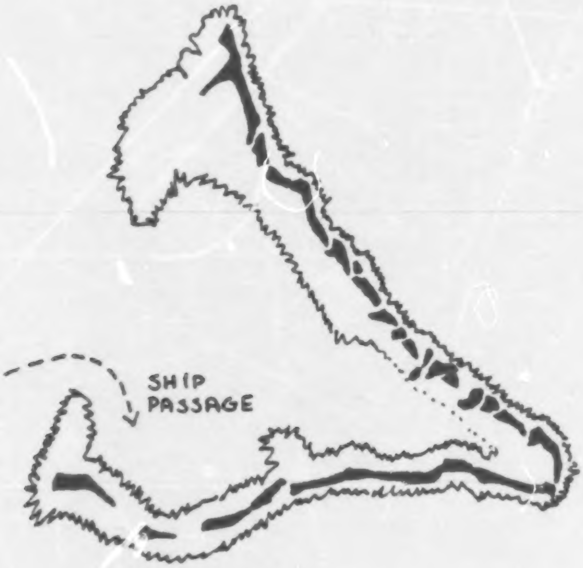
te rab'ata
te nao
marawa/nano
ora

Additional Activities:

1. Look at the section on maps in The Special Skills Handbook. Take turns describing the geography of the various islands.

Outside Activities:

What are the differences between the lagoon side and the ocean side with regard to shell-fish? Fishing? Swimming? Near which side do people dig their wells? Is one side preferred for building houses?


SHIP PASSAGE

THE KIRIBATI CANOE

Lesson Forty-Five

Objectives: This lesson introduces you to the Kiribati canoe, one of the most distinctive and useful of Kiribati artifacts. You will learn the names of some of the parts of a 'standard' canoe, and a little about their uses.

Activities: Study the accompanying drawing with the names of the parts below it. Ask and answer a series of questions like "what is part 1?" "part one is te ie", etc. Once you have some of them memorized, try the same thing by merely pointing to the part of the picture.

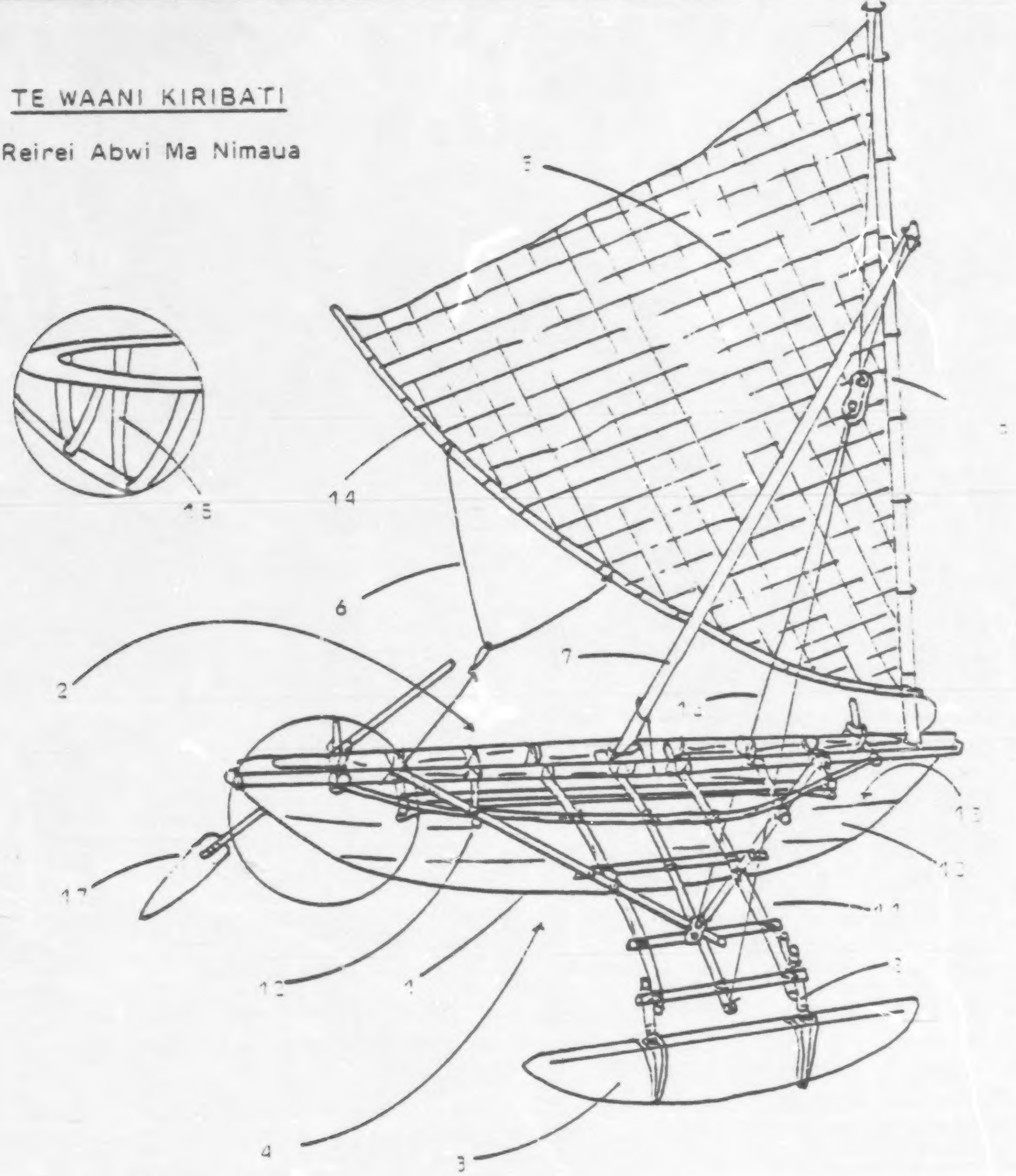
Translation of Key:

Parts of the canoe:

1. keel
2. lee side
3. outrigger float
4. outrigger side
5. sail
6. sheet of sail
7. mast
8. float attachment
9. spar (gaff) of sail
10. plank
11. outrigger boom
12. thwart
13. edge of plank
14. lower edge of sail
15. rib
16. stay from mast to outrigger
17. steering paddle

TE WAANI KIRIBATI

Reirei Abwi Ma Nimaua


5
9
14
15
6
2
7
16
10
13
17
12
1
11
8
4
3

Iteran nako te waa:

1. te kabi
2. katea
3. te rama
4. raama
5. te ie
6. te baba
7. te aneang
8. te tootoo
9. te inaieta
10. te rai
11. te kairo
12. te kiaro-moti
13. te inao
14. te inainano
15. te aiai
16. te ata
17. te bweeuru

Additional Activities:

Study the narrative, which explains something about the canoe and its parts. When you think you have mastered it, expand the activity you did in the first part of the lesson by asking what a particular thing is used for.

Translation of Narrative:

The Kiribati Canoe

The float is used for balancing the canoe.

It is connected to the body of the canoe by the outrigger.

The canoe moves by means of the sail.

Before the Europeans came with cloth, the sail was woven of pandanus leaf, like a mat.

There is a mast to stand the sail in position.

The paddle is used to move the canoe when there is no wind.

And there's a bailer to bail out the canoe when the sea water comes in.

Henry's canoe is only big enough for one person.

It has no sail because it's a paddle canoe.

There are some canoes which are very big.

Outside Activities:

Who builds the canoes? Does everyone build his own, or are there special canoe-builders? How long does it take to build one? What are the differences between the different kinds? Is the racing canoe the same as a fishing canoe?

Narrative
for Study:

Te Waani Kiribati

E bongana te rama b'a e kabeta te waa.

E kabaeaki te rama ma rab'atan te waa n taiani kiaro.

E buti te waa n te ie.

Im'aain rokoia I Matang ma te kunnikai ao e rarangaaki ien te waa n te baa ni kaina n aron te kie.

Iai aneangin te waa ae e katea te ie.

E kaboonganaaki te bweennarina ni kabuta te waa ngkana akea te ang.

Iai te anima ae e kaboonganaaki ibukin kaikan te waa ngkana e kakanoa n taari.

E rangi n tau ab'akin waan Eneri ibukin ti temanna.

Akea iena b'a te waa n oo.

Iai waa tabeua aika a rangi n ab'aab'aki.

Note:

Two excellent sources are available for further reading on Kiribati canoes: The earliest is by Arthur Grimble, published in 1924 in an anthropological journal; it it reprinted in Rosemary Grimble's "Migrations, Myth and Magic from the Gilbert Islands". The second, which draws heavily on it, is "Canoes of Oceania," by A.C. Haddon & J. Hornell (Bishop Museum Press 1975.)

Another work of interest, recently available in the Gilberts, is "Taratai" by James Siers, which tells of building and sailing in a Kiribati type canoe; it has appendices of related interest.

FISHING

Lesson Forty-Six

Objectives: This lesson provides an introduction to some of the kinds of fishing in Kiribati, but it would take an entire book to cover the subject. There are some other Kiribati readings on this topic in The Special Skills Handbook.

Activities: Study the dialogue, paying attention to the new fishing-related vocabulary. When you have finished, ask and answer questions of your classmates relating to what you have read.

Translation of Dialogue:

Fishing

Uriam: What are those men doing?

Paul: They're net fishing.

Uriam: What are those things attached to the bottom part of the net?

Paul: Those are lead balls for sinking the net.

Uriam: And those on the top part?

Paul: They are floats to float the fish net

Uriam: And what kind of fish are caught in the net?

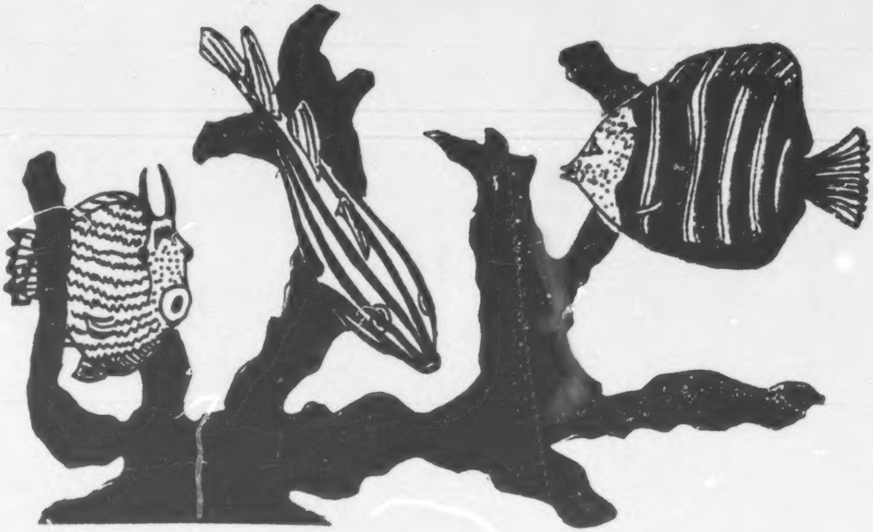
Paul: Ikarii (bony fish), morikoi, aua (mullet), amori, and others.

Uriam: Lots of them?

Paul: Sometimes.

TE AKAWA

Reirei Abwi Ma Onoua



Dialogue
for Study:

Te Akawa

Uriam: Teraa ae a karaoia mm'aane akekei?

Bauro: A karaun.

Uriam: Baikara ake a nim ibukin te karaun?

Bauro: Taiani kabun aika a kainakoa te karaun.

Uriam: Ao ake iaon te karaun?

Bauro: Taian tebe - ibukin kabetan te karaun.

Uriam: Ao aeka n iika raa aika a reke n te karaun?

Bauro: Taian ikarii, morikoi, aua, amori ao tabeua riki.

Uriam: E bati?

Bauro: N tabetai.

Additional Activities: Study the additional dialogue, which describes another kind of fishing. Try to describe this or the one from the first part of the lesson in your own words to your class.

Translation of Continuation of Dialogue:

Paul: I'll go fishing by canoe tonight.

Uriam: What kind of fishing?

Paul: I'll troll.

Uriam: How?

Paul: There's a feather I tie to the hook, and I tie it to the end of the fishing line.

Uriam: And no bait?

Paul: No, just the feather to replace the bait.

Outside Activities: There are quite a number of different kinds of fishing used in Kiribati. See if you can get a fisherman to tell you about some of them, and report back to your class. Where do they learn these kinds of fishing? Are they family secrets? What is the I Kiribati attitude toward sharing secret techniques? Do most fishermen sell their catch, or keep it for the family?

Additional Dialogue for Study:

Bauro: N na nako n akawa n te waa nakon te tairiki.

Uriam: Ao teraa akawam?

Bauro: N na kauaaki.

Uriam: Ni kangaa?

Bauro: Iai te burae ae I kabaea n te matau ao I kabaea nakon te ao n akawa.

Uriam: Ma akea abeana?

Bauro: Akea b'a ai te burae naba ae e onean mwiin te abea.

Translation of Supplementary Reading:

There are many kinds of fishing - there's spear fishing, rod fishing, torch fishing, torch fishing in the ocean, and there's also trap fishing.

Well is that for eels?

Yes, and there's also turtle chasing. This fishing is done when there's moonlight. There must be three persons on a canoe; two to paddle, and one to stand at the point of the canoe. When he sees a turtle appear on the sea, they chase after it in the canoe. When they are close to it, the one at the front jumps off and holds it, and the others help him to put it up on the canoe face up - otherwise it will get away.

Is there any fishing of a simple kind?

There's a fish trap.

What's a fish trap?

A fish trap is a thing for trapping fish, which is made of many stones piled up around.

And how are fish trapped in it?

When it's high tide the fish can get into it, and then when the tide is low they are trapped in it.

That's a very good kind of fishing for it isn't tiring.

Yes, but it's very tiresome at the beginning when you build it!

Supplementary Reading:

A bati aeka n akawa - iai te katebe, te roaroa, te kibe, te tatae, ao iai naba te uu.

Aia, are ibukin te rabono?

E eng, iai naba te tau on. E kabonganaaki te akawa aei n te inanimaama. A na riai n teniman kaain te waa. Uoman aika a bwennarina ao temanna e teitei i tabon te waa. Ngkana e noora te on n oti iaon taari ao a kaeea naba n te waa. Ngkana a kaan ma ngaia ao e a kiba naba teuaare i moa n taua ao a buokia naba ni katokaa iaon te waa ni katararakea b'a e rawa ni biri nako.

Iai riki te aeka n akawa ae e rangi ni beebete arona?

Iai b'a te maa.

Teraa te maa?

Te maa bon b'ain kam'anean te ika ae e karaoaki man taian atiibu aika a m'aiti b'a oona.

Ao e kangaa ni m'ane iai te ika?

Ngkana e iabuti taari ao a konaa n rin iika inanona ao ngkana e a ora taari ao a m'ane naba inanon te maa.

E rangi n raoiroi te aeka n akawa aanne b'a e aki kakua.

E eng, ma e rangi ni kakua moani karaoana.

IKARII - BONY-FISH

Lesson Forty-Seven

Objectives: This lesson tells something about 'te ikarii', the bony fish, one of the more common and popular food fish in Kiribati. You'll learn a little about its habits, methods of catching it, and how it is prepared as food.

Activities: Study the reading, and prepare a set of questions on the habits and life of the ikarii. Alternatively, prepare a short talk on some aspect of this fish.

Translation of Dialogue:

The Ikarii - Bony-fish

There are lagoon fish and ocean fish, but there are also fish which are caught in the lagoon as well as the ocean.

Like which fish?

Bony-fish. It feeds in the lagoon until it's full grown.

And why do you say that it can also be caught in the ocean-side?

Because there's a time when they pass to the oceanside.

What do yo mean by the word 'pass'?

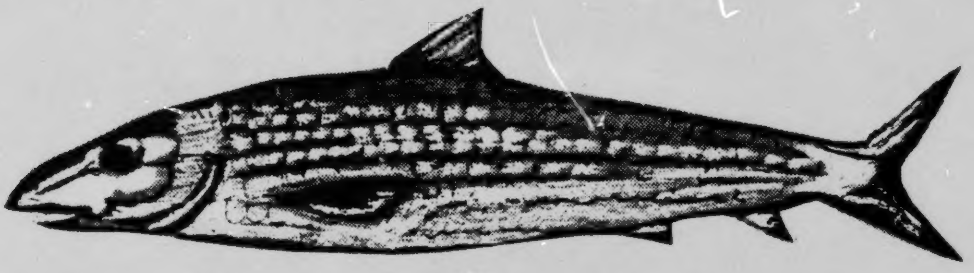
It means that it never stays or finds food on the ocean side.

And what does it do?

Not only one passes, but they pass in great numbers round the island in three days when it's full moon.

TE IKARII

Reirei Abwi Ma Itiua



Dialogue for Study:

Te Ikarii

Iai ikan te nama ao iai naba ikan tanrake, ma iai naba iika aika a reke n te nama ao i tanrake naba.

N aron te ika teraa?

Te ikarii. E am'arake te ikarii inanon te nama ni karokoa ae e ikawai.

Ma e aera ngkai ko taku b'a e konaa n reke naba it tanrake?

Eng, ibukina b'a iai te tai ae e buti iai i tanrake.

Teraa ae ko nanonna n te taeka ae 'buti'?

Nanona b'a e aki tiku ke ni kakaea kanana i tanrake.

Ao teraa ae e karaoia?

Tiaki ti temanna ni buti ma a buti n ae e m'aiti ni katoobibia te aba inanon tenibong ngkana e tani mainiku.

Additional Activities: Study the continuation of the dialogue. Try to compose a procedure - a step by step description of how to salt fish.

Translation of Continuation of Dialogue:

Can it be caught when it's on the ocean-side?

Yes it can. A big net is used. And when this fish is caught, hundreds can be gotten or more.

How is it eaten?

It's roasted or baked, and there are also those which are salted, so that they can't go bad quickly.

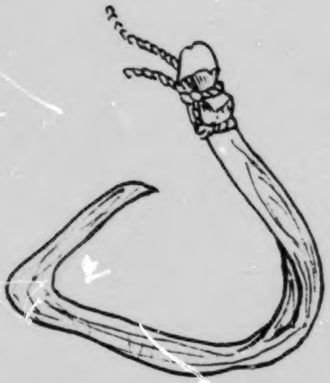
How is it salted?

It is scaled, and after that it's cut open with a knife and the flesh is salted. It's left long under the sun until it is long enough, and then it can stay good for a long time.

Are there other fish which can be salted, or only the bony-fish?

All fish can.

Outside Activities: This lesson could hardly be complete without your actually eating te ikarii. Find out when it is that they will be caught. Is it a major activity? What's the one major difficulty in eating this fish?



Continuation of Dialogue:

E konaa n tauaki i tanrake?

E eng, e konaa. E kaboonganaaki te karaun ae e buubura. Ao ngkana e reke te ika aei e konaa n reke tebubua ke e m'aiti riki.

Ao e iraanaki ni kanaki?

E tinimaki ke e umunaki ao iai naba ae e taarinaki e aonga n aki waetata ni buaakaka.

E kangaa n taarinaki?

E imanaki ao imwiina e bwenaaki n te biti ao e a taarinaki irikona. E kamaanaki iaan te riringa ni karokoa maanin taina ae e tau ao e konaa iai ngkanne n tiku nakon te tai ae e maan.

Iai riki iika aika a konaa n taarinaki ke ti te ikarii?

Bon iika ni kabane.

CLOTHING

Lesson Forty-Eight

Objectives: This lesson is about clothing and colors, so you will be introduced to related vocabulary in these areas. After mastering this lesson, you should know the names of the colors and the more common articles of apparel.

Activities: Study the dialogue and the accompanying supplementary vocabulary. When you are ready, take turns describing what you and the others in your class are wearing.

Translation of Dialogue:

Clothing

Mother: Well, it's about time for the wedding so get yourselves ready.

What are you wearing George?

George: Perhaps I'll wear my blue shirt and my long pants.

Mother: And you'll wear shoes too?

George: Yes, I'll put on shoes and socks.

Mother: How about you Ann?

Ann: I'll wear my red dress with the yellow border, and my bright-colored hair scarf.

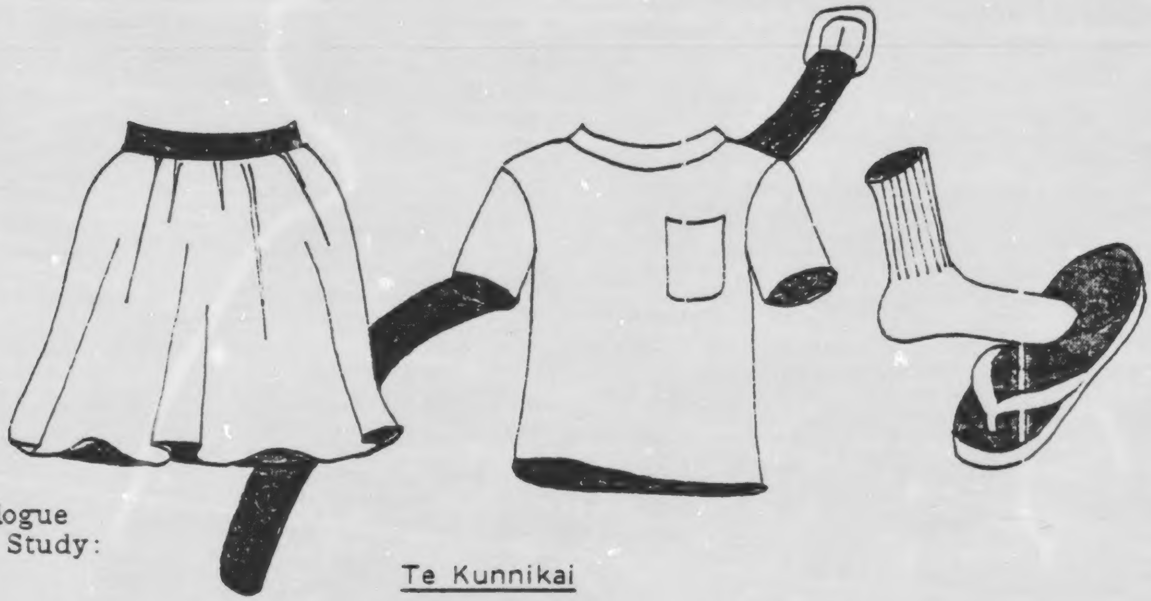
Translation of Supplementary Vocabulary:

shirt
belt
scarf
necklace

pants
shoe
earring
stocking

TE KUNNIKAI

Reirei Abwi Ma Waniua



Dialogue for Study:

Te Kunnikai

Tina: E uara b'a e a kani boo te tai ni mare ma ani katauraoi ngkamii.

Ao teraa kunnikaim ngkoe Tioti?

Tioti: Tao N na b'aina au kabaraaki ae e mawaawa ao au kawaerake ae e m'arairai.

Tina: Ao ko kauniko naba?

Tioti: E eng, N na kaunai ma te titaokin.

Tina: Ao ngkoe Anna?

Anna: N na b'aina kunnikaiu ae e uraura are e baabooboo mataniwina, ao au kabaea n atu ae e tokotoka matana.

Supplementary Vocabulary:

kabaraaki
te roo
kabaea n atu
m'ae n roroa

kawaerake
kau ni wae
taabia
titaokin

Additional Activities: Study the continuation of the dialogue. When you have finished, practice using color terms, and asking for the colors of different things. Color pictures in a magazine might be a help, or items you bring to class. You might try a guessing game on the order of "I know something blue..." with the others asking questions to identify it.

Translation of Continuation of Dialogue:

Mother: Oh, you're so beautiful in your dress!

Anna: Don't kid me.

Mother: I'm not. And Elizabeth's dress is also very pretty. And you too George.

George: Well, shall we go?

Anna: We're all ready so let's go.

Translation of Supplementary Vocabulary and Expressions:

What color is your shirt/dress/shirt/pants/loincloth?

red
yellow
blue
white
light
orange
green
black
brown
dark

Outside Activities: How does dress in Kiribati compare today with that of the past? Can you detect a difference between that on Tarawa and on the outer islands? Between old people and young ones? What about the traditional costumes at dances? Are bright colors popular? Do most people make their own clothes or buy them?

Continuation of Dialogue:

Tina: Auee, ko a bon rangi n tikiraoi ma am kunnikai!

Anna: Ta, kewe.

Tina: I aki. E rangi n tikiraoi naba am kunnikai Nei Eritabeta. Ao ngkoe naba Tioti.

Tioti: E uara, ti a nako?

Anna: Ti a bane n tauraoi ma ti a nako.

Supplementary Vocabulary and Expressions:

Teraa matan:am tiibuta/kunnikai/kabaraaki/kawaerake/
beem?

uraura
baabooboo
mawaawa
mainaina
maii

aoranti
kiriin
roroo
buraun
roo

Note:

bee, loincloth takes the possessive suffixes used with inalienable nouns (see grammar). Most traditional articles of clothing take these suffixes, while modern clothing takes the preceding independent possessive pronouns.

GAMES

Lesson Forty-Nine

Objectives: This lesson will introduce you to a Kiribati game and tell you something about traditional Kiribati dancing.

Activities: Study the dialogue until you understand it. Then prepare a short talk on a game you know. When you have presented it, field questions from your class.

Translation of Dialogue:

The Oreano

Tim: What kinds of games are usually played here?

Ngauea: There are many kinds of games.

Tim: Can you tell me about a Kiribati game that's still played these days?

Ngauea: They're all about to disappear, except one which most people are trying to save.

Tim: What's that?

Ngauea: Te Oreano.

Tim: How is it played?

Ngauea: Well, two groups stand at a marked distance facing each other. One group or team serves the ball first, while the other group tries to catch it. When the ball is caught, they serve the ball back.

TAIAN TAKAAKARO

Reirei Abwi Ma Ruiaua

Dialogue for Study:

Te Oreano

Tim: Baikara takaakaro aika a rangi ni b'ainaki ikai?

Ngauea: A boni m'aiti aekan takaakaro aika a b'ainaki.

Tim: Ko konaa n taekina teuana takaakaro ni Kiribati ae e bati ni b'ainaki n taai aikai?

Ngauea: Kaanga a nangi boni buanako ma iai ngkai ae e a manga kamaiuaki n taai aikai.

Tim: Ao teraa?

Ngauea: Te oreano.

Tim: Ao e kangaa arona?

Ngauea: B'a are a kaaitara uoua te koraki n te raroa ae e baireaki. A oro moa te koraki teuana ao ngkana e reke aia ano irouiia naake te korakina ao a manga oro ngkanne naakekei.

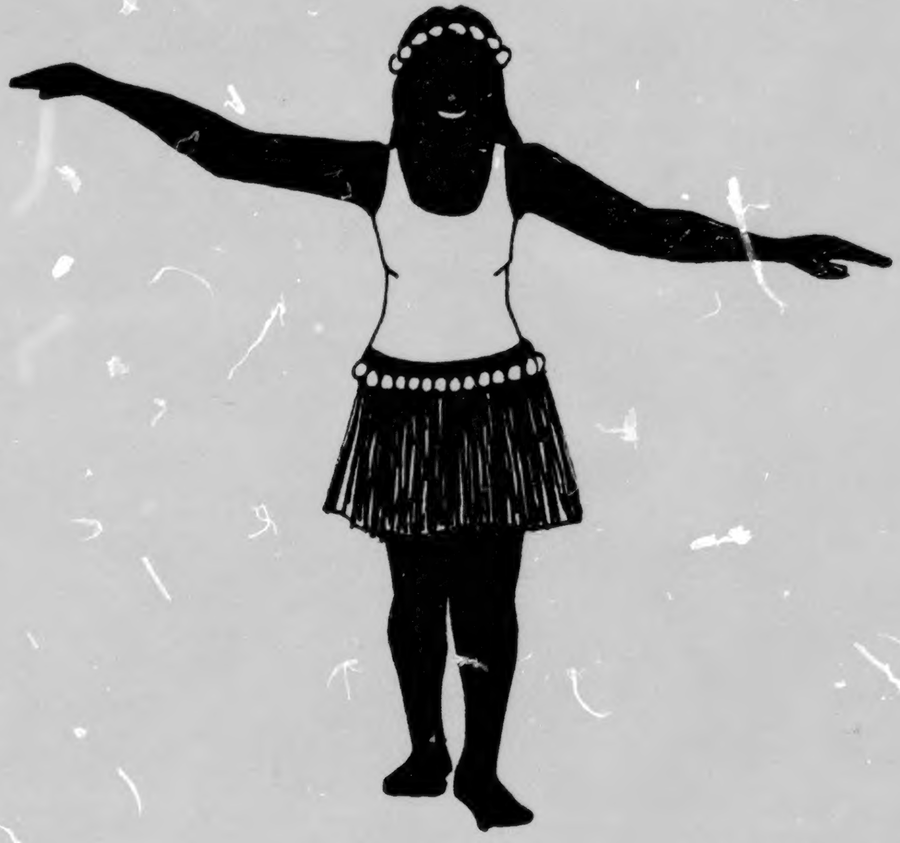
Additional Activities: Study the continuation of the dialogue, which deals with Kiribati traditional dancing. By this time you should have seen some yourself. Prepare a short talk describing a dance you have seen, or if you haven't, describe a dance in America.

Translation of Continuation of Dialogue:

The Bino

Tim:	Good! Can you tell me something about Kiribati traditional dancing?
Ngauea:	The I Kiribati have many kinds of dancing. One of them is the bino, in which one or more men or women do the dancing.
Tim:	How do they dance?
Ngauea:	They sit, and dance in front of the singing and clapping group, with their folded legs covered up with dancing mats.

Outside Activities: Find a group of children playing, and try to learn their game. Write up a description of it, and see if you can collect a number of them. How many of them are already familiar to you. Do people play games like chess and checkers? Cards? What is the most popular? Learn the rules for Kiribati checkers. How do they differ from those you know? Of course, whenever the opportunity arises, you should go and watch Kiribati dancing. Some of it is among the most exciting you can find anywhere!



Continuation of Dialogue:

Te Bino

Tim: Ngaia! Ao ko konaa n taekina teutana aron te m'aiee nakoiu.

Ngauea: Moan te bati naba aekan aia m'aiee Kaaini Kiribati. Mai buakoiia ao boni iai te bino ae e uboaki iai tao temanna ke e m'aiti mm'aane ke aiine.

Tim: Ao e kangaa aroiia naakanne ni m'aiee?

Ngauea: A boni m'aiee n tekateka imoaia te koraki ao a rabun aon waeiia n te kie n m'aiee. Ao te koraki a bon anene ma n uboubo naba.

REIREI ABWI MA RUIAUA TAIAN TAKAAKARO

RELIGIONS

Lesson Fifty

Objectives: This lesson will tell you something about religions in Kiribati today, and introduce you to some religion-related vocabulary. By the end of the lesson you should know the names of the major religions and the words for some aspects of religious life.

Activities: Once you have studied the narrative, be prepared to answer questions on the reading, which can be posed by your teacher or classmates.

Translation of Narrative:

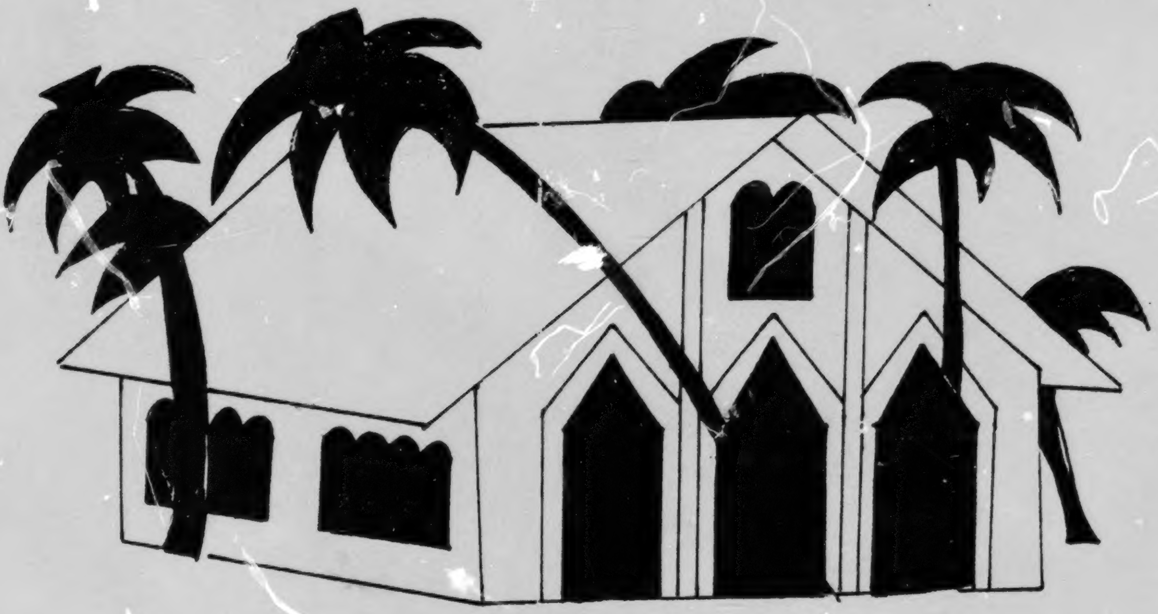
Religions

There are many religions in Kiribati. Before the coming of the European missionaries, they had their own gods.

The first (outside) religion to come to Kiribati was the Protestant, brought in by Hiram Bingham of America. Afterwards Catholicism came, brought in by missionaries from France. Nowadays there are many kinds of religions coming from outside, such as Protestant, Catholic, Mormon, Church of God, Bahai, and Seventh Day Adventist.

TE ARO

Reirei Nimabwi



Narrative
for Study:

Te Aro

A bati aaro iaoni Kiribati. Im'aain rokoiia Mitinare n I Matang ao bon iai Atuaia.

Te aro ae e moan roko i Kiribati bon te Kamatuu ae e uotia Hiram Bingham mai Amerika. Imwiina ao e a manga roko te Katorika ae a uotia mitinare mai Buranti. Ao n taai aikai a rangi ni bati aeka n aro aika a roko mai tinaniku n aron Te Kamatuu, Te Katorika, Te Moomon, Ana Ekaretia te Atua, Te B'aai ao Te Aron ni Kaitibong.

Additional Activities:

Study the continuation of the narrative, and the supplementary vocabulary. Based on these readings, prepare a short talk on some aspect of religion in Kiribati or elsewhere that you may know about.

Translation of Continuation of Narrative:

Are there members of these churches?

Yes, I think that no one hasn't a religion, but only the Protestants and Catholics have large congregations. On Sunday everyone goes to their services. They listen to the preacher, sing hymns, and pray to God.

Translation of Supplementary Vocabulary:

service
prayer/pray
church
Bible
holy
hell
father
Mass
wedding
sin
God
prayer book
hymn book
heaven
minister
kneel
funeral
grave

Outside Activities:

Visit a religious service. What differences can you find between a service in Kiribati and one in America? Does the church look different? In what way? How much a part of daily life is religion? Can you find anyone who still knows about the old religions? What can you learn of them?

Continuation of Narrative:

Iai kaain aaro akanne?

E eng, I taku b'a akea te aomata ae akea ana aro ma ti te Kamatuu ao te Katorika aika a rangi ni m'aiti kaaiia. N te Taabati a bane ni kaei aia taromauri. A ongoraa n te kabarabara, a anenei kunan te aro ao a tataro nakon te Atua.

Supplementary Vocabulary:

te taromauri
te tataro/tatoro
um'antabu
te Baibara
tabu
moone
te tama
Tutia
te mare

te bure
Te Atua
te bokin tataro
te bokin anene
karawa
minita
katorobubua
tau ni mate
rua ni mate

REIREI NIMABWI TE ARO

RECREATION

Lesson Fifty-One

Objectives: This lesson tells you about two forms of entertainment available in Kiribati - radio and movies. You won't find any television, but radio broadcasts in both English and Kiribati will provide music and news, as well as interesting programming from both local and overseas sources.

Activities: Study the dialogue, and when you have mastered it, re-tell it as a short narrative.

Translation of Dialogue:

The Radio

Susan: What kind of things do you have for recreation?

Willie: There's a radio broadcast from the Voice of Kiribati.

Susan: In the Kiribati language?

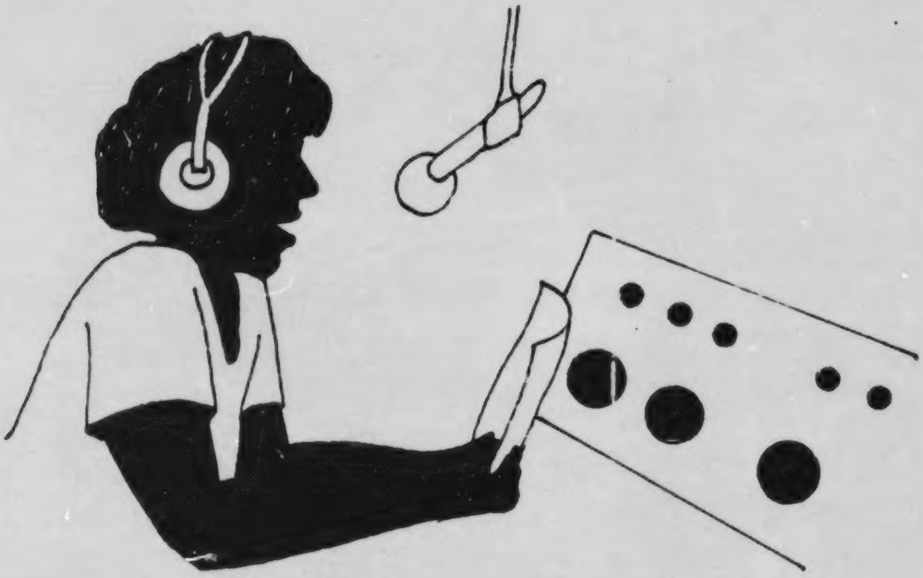
Willie: Yes, and in English too. We listen to it for news, music, and reports from the House of Assembly.

Susan: When is the Voice of Kiribati on?

Willie: From six in the morning until three in the afternoon. And it's on again from six in the evening until ten.

TE KAKAAKI BOTU

Reirei Nimabwi Ma Teuana



Dialogue for Study:

Te Reerio

Susan: Baikara amii b'ai ni kakaaki botu?

Willie: Iai te reerio man B'anaani Kiribati.

Susan: N te taetae ni Kiribati?

Willie: E eng, ao n te taetae naba n I Matang. Ti ongora iai n taian rongorongo, anene ao ai kanoan te M'aneaba ni Maungatabu.

Susan: Ao e taatang nningai B'anaani Kiribati?

Willie: Man te aoa onoua n te ingaabong ni karokoa te aoa teniua n te tanimaeaontaai. Ao e manga uki naba B'anaan Kiribati man te aoa onoua n te tairiki nakon te aoa tebwina.

Additional Activities: Study the additional dialogue, a brief description of movies in Kiribati. Give a short talk on a movie you have seen and enjoyed, and answer questions about it from your classmates.

Translation of Additional Dialogue:

Movies

Susan: Are there also movies?

Willie: Yes, almost every village on Tarawa has a cinema. Islands outside Tarawa may have one or none at all.

Susan: Do they have good shows?

Willie: Yes, some are good and some are bad.

Outside Activities: Bring a radio to class and listen to some of the programs in Kiribati. Or tape one and listen and discuss it in class. The news is particularly good because it can be heard in both English and Kiribati, making translation easier. See if you can find a movie playing and find what a Kiribati 'theater' is like. Is it what you anticipated? Do most of the audience react the same way as you to the presentation? What do they seem to enjoy most?

Continuation of Dialogue for Study:

Te Taamnei

Susan: Iai naba taamnei?

Willie: E eng, a kuri n toa kaawa iaon Tarawa n taian taamnei. N abam'akoro i tinanikun Tarawa tao teuana ke akea.

Susan: Ao a raoiroi aia taamnei?

Willie: Eng, tabeua a raraoi ao tabeua a buaakaka.

THE MANEABA

Lesson Fifty-Two

Objectives: This lesson tells you some more about the maneaba, the community center of the Kiribati village. You'll learn a little about the customs of the maneaba, and what might occur there.

Activities: Study the narrative, and answer questions posed by your teacher or members of your class. Try rewriting it as a dialogue, and present it with another student.

Translation of Narrative:

The Maneaba

The maneaba is the Kiribati assembly place. There is a maneaba in every village. Some are very big, and there are some which are not so big. The maneaba is the largest building in the village.

All families have 'boti' (assigned sitting places) in the maneaba.

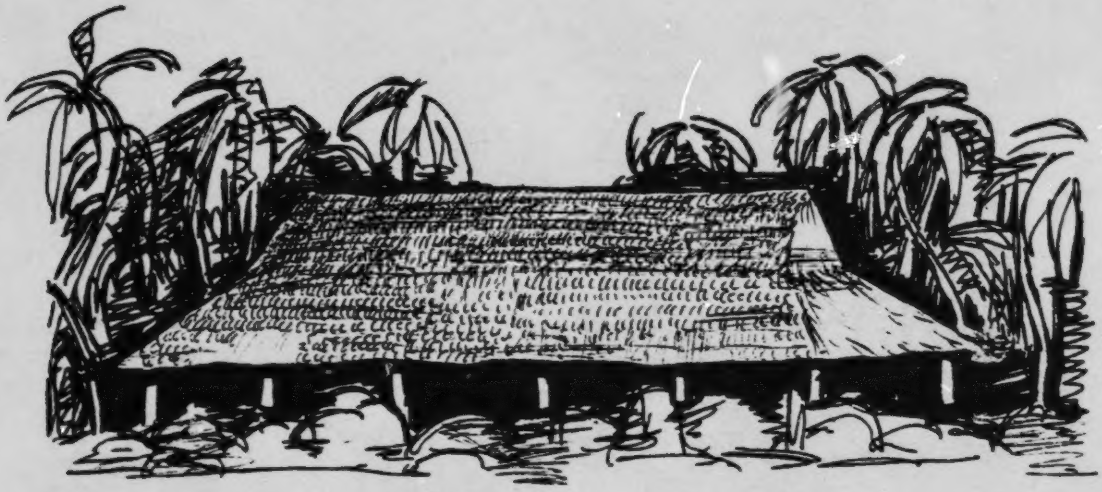
The maneaba is used when there is a gathering of the old men, or when there is dancing by the villagers. And welcome or farewell feasts where all the villagers take part.

Note:

An excellent source of information on the history and traditional use of the maneaba is H. E. Maude's "The Evolution of the Gilbertese Boti: An Ethnohistorical Interpretation". This was originally published in the Journal of the Polynesian Society in 1963, but it was reprinted in 1977 by the University of the South Pacific, and costs about $2 from them.

TE M'ANEABA

Reirei Nimabwi Ma Uoua



Narrative
for Study:

Te M'aneaba

Te m'aneaba bon aia tabo ni bootaki I Kiribati. Bon iai te m'aneaba ni kaawa nako. A rangi ni buubura m'aneaba tabeua ao iai aika a aki bati ni buubura. Te m'aneaba bon te kabanea ni buubura n auti n te kaawa.

A toa utuu nako ma aia boti inanon te m'aneaba.

E kaboonganaaki te m'aneaba ngkana iai te bootaki irouia unim'aane ke te m'aiee irouia kaain te kaawa. Te kairuaa, te karaaure ao bootaki ake a bane n iri iai kaain te kaawa.

Additional Activities: Two additional dialogues are provided to continue the description of activities in the maneaba. Pair off and present a section of these dialogues to your class. When you have done that, you can try giving a short talk on the subject.

Translation of Dialogue:

Baie: I heard that you were invited by the villagers to meet them at the maneaba.

Steven: Yes, but can you tell me what to do?

Baie: It's a good custom if you bring a present for the old men.

Steven: What should I bring?

Baie: Maybe ten or twenty sticks of tobacco, which is the old men's smoke.

Steven: And whom shall I give it to?

Baie: You can talk like this: "Old men, don't think much of this smoke."

Continuation:

Steven: And will they be happy with it?

Baie: Yes, it's the custom to give a present to the spirits of the maneaba when you visit it.

Steven: And what will be done in the maneaba?

Baie: There are welcome speeches from some of the old men, and then feasting and sometimes dancing.

Steven: And what shall I do afterwards?

Baie: You can give your words of thanks for the things they have done.

Outside Activities: Nothing can substitute for actually visiting a maneaba and participating in the activities yourself. Don't be afraid to make mistakes. You'll be expected to anyway.

Additional Dialogue for Study:

Baie: I ongo b'a ko kaoaki irouia kaain te kaawa b'a a na kaatitiboo ma ngkoe n te m'aneaba?

Titewen: E eng, ma ko konaa n tuangai arou ae N na karaoia?

Baie: Bon te katei ae e raoiroi ngkana ko uota am b'ai n tangira nakoia unimm'aane.

Titewen: Ao teraa ae I riai n uotia?

Baie: Tao tengaun ke uangaun te baakee b'a aia moko unimm'aane.

Titewen: Ao antai ae N na anganna?

Baie: Ko konaa n taetae ni kaangai: "Unimm'aane, tai akaaka n amii tena moko aei."

Continuation:

Titewen: Ao a na kukurei iai?

Baie: E eng, bon te katei ngkana ko kawara te m'aneaba b'a ko na anga am b'ai n tangira nakoia antin te m'aneaba.

Titewen: Ao teraa ae e na karaoaki n te m'aneaba?

Baie: Iai taeka ni butim'aai irouia unimm'aane tabeman ao ai te am'arake ao te m'aiee n tabetai.

Titewen: Ao teraa ae N na karaoia imwiina?

Baie: Ko konaa n anga am taeka ni karab'arab'a ibukini b'aai ake a tia ni karaoi.

INDEPENDENCE

Lesson Fifty-Three

Objectives: This lesson tells you a little about independence and something of the history of Kiribati since European contact. Additional readings on Kiribati history are found in The Special Skills Handbook. In this reading you'll learn some vocabulary related to government, as well. Notice how many of the words are taken from English.

Activities: Study the narrative and prepare to answer questions relating to the history and government of Kiribati. Or if you have seen the independence celebration, give a short talk on that.

Translation of Narrative:

Independence

The government decided that Independence day is July 12, 1979. After that, Kiribati became a ruling country of its own.

Kiribati was ruled by the British Empire since the 19th Century, and became the Gilbert and Ellice Islands Colony. Ellice separated from the colony in 1976, and is now called Tuvalu. Tuvalu became independent in 1978.

There was a governor when Kiribati was a British colony. Now a president is elected.

Narrative
for Study:

Te Inaaomata

E a tia n iangoia te Tautaeka b'a bongin te Inaaomata bon 12 n Tuurai 1979. Are imwiin aanne ao e riki Kiribati b'a te bootaki n aba ae e a bon taua taekana i bon irouna.

Man te Ka-19 n Tienture ao e tauaki taekan Kiribati iroun te Embaea ni Buritan ao imwiina e a manga riki b'a Koronen Abam'akoro aika Kiribati ma Ereti. Ao e a raure nako Ereti man te Korone n te ririki 1976 ao ngkai e a aranaki b'a Tuvalu. E inaaomata Tuvalu n te ririki 1978.

Bon iai te koowana ngke e riki Kiribati b'a ana Korone Buritan. Ngkai e a rineaki te Beretitenti.

Additional Activities:

A continuation of the narrative is provided on the subject of the 'new' name of the Gilberts: Kiribati. Study the narrative, then create a short dialogue in which someone attempts to explain the name change to someone who doesn't know about it. Act it out with a partner.

Translation of Continuation of Narrative:

Before Independence, the name Kiribati was a translation of the English name Gilbert Islands, which is known by the people of the world. This name will remain for the (main) group of sixteen islands of Kiribati. Within the name Kiribati are also included Banaba, the Phoenix Group, and the Line Islands.

Translation of Vocabulary:

independence
governor
election
separation
government
president
colony

Outside Activities:

What can you learn about the history of Kiribati? Some readings are provided in The Special Skills Handbook, and the bibliography at the end of that book also provides some suggestions for readings in this area. What were things like politically before European contact? What was the British administration like at various times in history? What led to the grouping of Gilberts and Ellice? What led to the separation? Is the independence movement an old one?

Continuation of Narrative:

Im'aain te inaaomata ao te ara ae Kiribati bon rairan te taeka n I-Matang ae Gilbert Islands ae ataaki irouiia kaain aonaaba. E na bon tiku naba te ara aei b'a aran abam'akoron Kiribati ake tebwi ma onoua. Inanon te taeka ae Kiribati, a bane iai Banaba, te Aono ni Binikiti ao the Aono n Raina.

Vocabulary:

Inaaomata
koowana
rinerine
te raure nako
tautaeka
beretitenti
korone

GOVERNMENT WORKERS

Lesson Fifty-Four

Objectives: This lesson continues your introduction to some aspects of the government in Kiribati. You'll learn about some of the areas of government influence, a little about the Co-Op, and something about taxes.

Activities: Study the dialogue and act it out with a partner. Prepare a set of questions to ask of your classmates.

Translation of Dialogue:

Government Workers

Bob: Where do you work Joseph?

Joseph: I work in the government.

Bob: Are there many people working for the government?

Joseph: Yes, because it establishes everything, like the schools, hospitals, telecommunications, travel services and others.

Bob: How about the buses and hotels?

Joseph: Those are private things, like the stores too.

Bob: And the Cooperative Federation?

Joseph: The Cooperative Federation is the possession of all the co-ops like the co-ops in Kiribati, and it is head of the cooperatives which import all things from outside for all the Co-ops in Kiribati.

TAANI MM'AKURI N TE TAUTAEKA

Reirei Nimabwi Ma Aua

Dialogue for Study:

Taani Mm'akuri n te Tautaeka

Bob: Ko mm'akuri iaa Ioteba?

Ioteba: I mm'akuri n te tautaeka.

Bob: A m'aiti aomata aika a mm'akuri n te tautaeka?

Ioteba: E eng, bukina b'a e katei b'aai ni kabane n aron te reirei, te oonaoraki, b'aai n taetae, te m'am'ananga ao tabeua riki.

Bob: Ao taiani b'ati ma auti n iruwa?

Ioteba: Akanne bon aia b'ai aomata n aron naba taian titooa.

Bob: Ao Ikotaki ni Bobooti?

Ioteba: Te ikotaki ni Bobooti bon aia b'ai ni bootaki bobooti n aron taiani Bobooti iaon Kiribati, ao boni ngaiia atun aia bootaki are e kaooi b'aai ni kabane mai tinaniku ibukiia Bobooti iaon abam'akoro ni Kiribati.

Additional Activities: Study the continuation of the dialogue, which tells something about taxes. Prepare a short talk on taxes in America, or in a city which you are familiar with. Be prepared to answer questions on your talk.

Translation of Continuation of Dialogue:

Joseph: Maybe you understand now how most of the people work for the government.

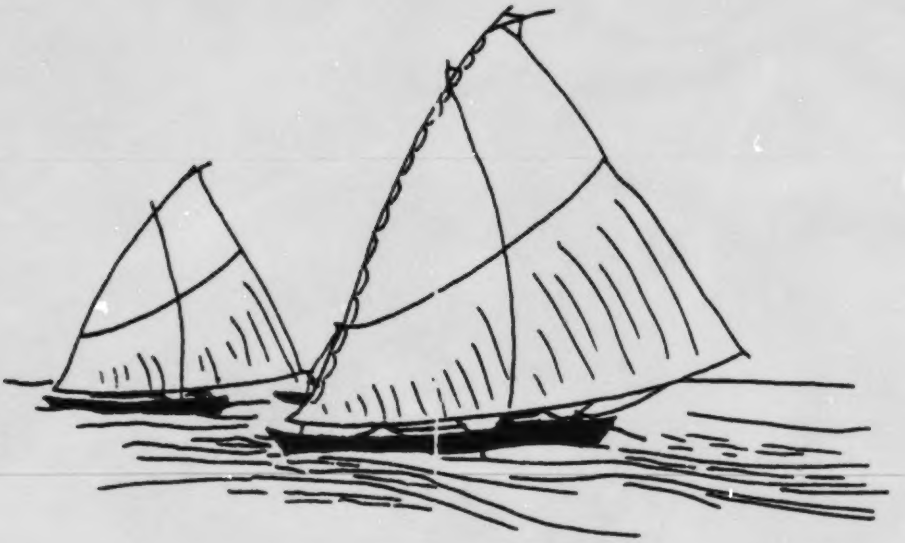
Bob: How about taxes?

Joseph: There are many kinds of tax. There's a tax on your salary. There's income tax, and land tax.

Bob: Who builds the houses for the government workers?

Joseph: It's the government, but you still have to pay rent every month. They're cheaper though.

Outside Activities: Try to discover how many of the people you come into contact with work for the government. Are there many women working for the government? What kinds of jobs do they have? What is the rent like in government housing? How does that compare with what you're familiar with?



Continuation of Dialogue for Study:

Ioteba: Tao e a oota iroum b'a a mm'akuri angiia aomata ibukin te tautaeka.

Bob: Ao te angab'ai?

Ioteba: E bati te aeka n angab'ai. Iai te angab'ai ni boom ni mm'akuri. Iai te angab'ai n rab'ata ao te angab'ai n te aba naba.

Bob: Ao antai ae e katei aia auti aomata ake a mm'akuri n te tautaeka?

Ioteba: Bon te tautaeka ma ko bae ni kab'akaa boona n te nam'akaina koraki. Kaanga a beebete booiia.

REIREI NIMABWI MA AUA	TAANI MM'AKURI N TE TAUTAEKA

WEATHER

Lesson Fifty-Five

Objectives: This lesson is concerned with the weather, and you'll learn a number of words and expressions which will let you talk about it.

Activities: Using the expressions and vocabulary relating to weather, construct a dialogue, and act it out with a partner.

Translation of Expressions and Vocabulary:

Weather

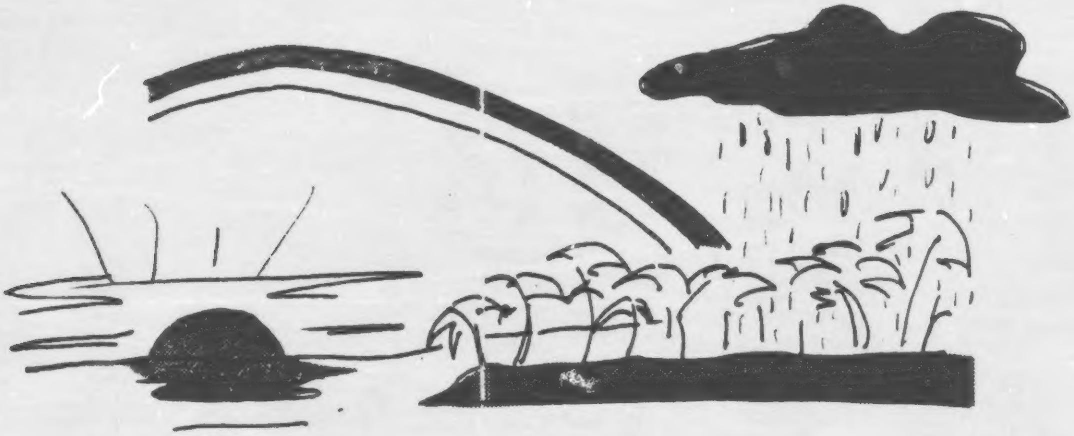
How is it today?
The wind is very strong.
The rain will fall.
It's very cold.
Today's stormy.
The strong wind will blow.
Lightning and thunder.

cloudy
cold
rain
shower
sun
rainbow
wind
sky
sunset
full moon
new moon

hot
calm
drizzle
moon
stars
air
clouds
sunrise
quarter moon
pitch dark
dark

TARAAN TE BONG

Reirei Nimabwi Ma Nimaua



Expressions
and Vocabulary
for Dialogue:

Taraan te bong

E uara te bong aei?
E rangi ni korokora te ang.
E na b'aka te karau.
E rangi ni kam'aitoro.
E buaka te bong aei.
E na kare te ang ae e korakora.
Te iti ao te baa.

nanginang
kamariri
karau
karau tangi nako
taai
(Nei) wirara
ang
karawa
bungin taai
tanimainiku

kabuebue
matimtim ni karau
nam'akaina
itoi
eea
nang
otintaai
itibong
rootongitong
roo

Additional Activities: Memorize the short additional dialogue. Then write a continuation of it and act it out with a partner.

Translation of Additional Dialogue:

Lila: It's a fine day today eh?

Henry: Maybe it will rain.

Lila: We want rain - Rain hasn't fallen in several weeks.

Henry: ...

Outside Activities: Weather in Kiribati isn't as variable as in most areas of America. Do people still talk about it as much? How frequent are droughts? What special preparations do people make to be able to withstand them? Is there weather forecasting in Kiribati? What can you learn of it?

Additional Dialogue:

Riira: E raoiroi te bong aei ke?

Eneri: Tao e na karau.

Riira: Ti tangira te karau - E tuai mani b'aka te karau inanon tabeua te wiiki.

Eneri: ...

THINGS I DID TODAY

Lesson Fifty-Six

Objectives: In this lesson you will get further practice in describing a sequence of activities, particularly activities that span the times of a day. You'll find some new vocabulary for acitvities as well.

Activities: Fill in the blanks in the recitation to form a reasonable description of a day's activities. Feel free to replace the suggested fill-ins with some of your own.

Translation of Recitation:

Things I did today

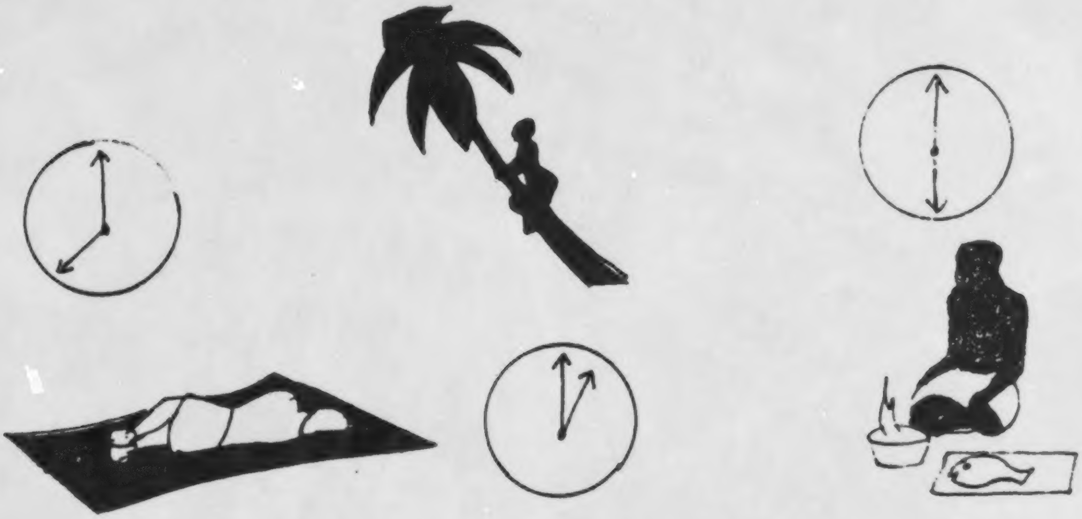
I ________ at ________ this morning.
Afterwards, I ______, ______, and ________.
And after that I went to ______.
I stayed in ______ until ________.
When it was ______, I went to ________.
After that I ______ until ________.
And then I went to ________.

woke up
ate
Betio
played football
eight o'clock
had lunch
the office

four o'clock
bathed
got dressed
noon
slept
went shopping
worked

B'AAI AIKA I KARAOI N TE BONG AEI

Reirei Nimabwi Ma Onoua



Recitation:

B'aai aika I karaoi n te bong aei

I ______ n _______ ngke e ingaabong.
Imwiina, I ______, ________, ao _______.
Ao imwiina I nako ________.
I tiku i _______ ni karokoa ae e _______.
Ngke ______, I nako n _______.
Imwiina I _______ ni karokoa _______.
Imwiina I a m'ananga ni _______.

uti
am'arake
Betio
butibooro
te aoa waniua
katawanou
te aobiti
te aoa aua
tebotebo
karin au kunnikai
tawanau
matuu
boob'ai
mm'akuri

Additional Activities: Use the continuation of the recitation in the same manner as you used the first part, filling in the blanks from the vocabulary below, or using your own appropriate words.

Translation of Continuation of Recitation:

When I returned to ______, my brothers were there before me, so we ______ until ________.
We ________ at about _______.
I went to ________ after finishing _______, and later I
_________.

resume work
home
play
half past ten
rest
converse
undress
ten o'clock

Outside Activities: Write up a description of the activities in someone's "typical" Kiribati day. Do it for both a man and a woman. What are the biggest differences? What strikes you most about the differences between such a day and on in your own life?

Continuation of Fill-in Narrative:

Ngke I okira ______, a mena im'aaiu tariu ma ngaia are ti ______ naba ni karokoa ae e boo ______.
Tao ________ ao ti ________.
I a nako n ________ ngke ti a tia n _______, ao imwiina I ________.

okira au mm'akuri
mweengau
takaakaro
iteran tebwina

motirawa
buuta au kunnikai
marooroo
tebwina

THINGS I DID TODAY

LESSON FIFTY-SIX

REIREI NIMABWI MA ONOUA B'AAI AIKA I KARAOI N TE BONG AEI

OPPOSITES

Lesson Fifty-Seven

Objectives: This lesson is on the vocabulary of opposites. You'll get practice describing qualities and their opposites, and constructing sentences with them.

Activities:

1. Use the list of opposites to construct sentences along the lines of:

   The book is thick but the paper is thin.
   The stone is heavy but the feather is light.

2. Using the words in the list, make up sentences describing your immediate environment.

Translation of List:

thick - thin
light - heavy
easy - difficult
new - old
long - short
narrow - wide
open - closed, shut
fast - slow
for - against
wet - dry
before - after - during
in front of - behind - between - next to
always - sometimes - never
all - none - some
bent - straight
up - down
many - few

KAAITARAAN TAEKA

Reirei Nimabwi Ma Itiua

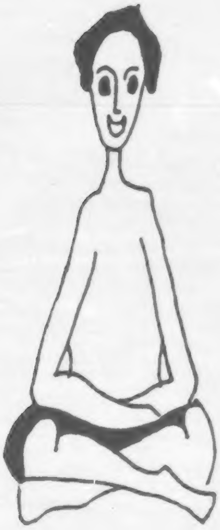
Activities: Koroi kibu n taeka n aron:

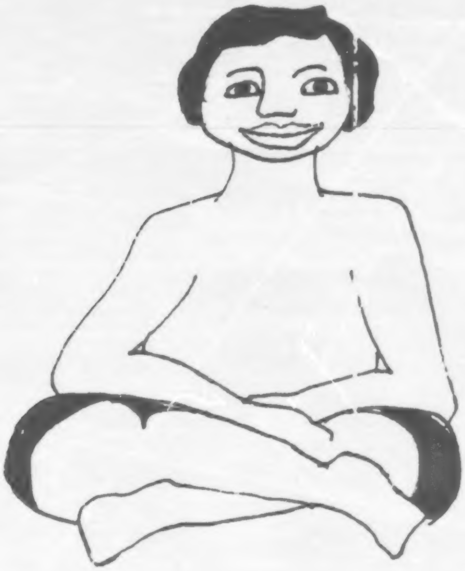
E matenten te boki ma e mmanii baana.
E rawaawata te atiibu ma e beebete te burae ni man.

List of Opposites:

matenten - mmanii
beebete - rawaawata
beebete - kanganga
boou - mane
anaanau - k mototo
irariki - raababa
uki - in, bono
waekoa - waeremwe
buoka - kaaitaraa
m'au - m'aim'ai
im'aain - imwiin - inanon
imoa - ibuki - imarenan - ni kaan
n taai nako - n tabetai - n aki toki
ni kabane - akea - tabeua
baoua - eti
eta - naano
m'aiti - tabeua

Additional Activities:	Using the list as a guide, break into two teams with each team member in turn giving a word. and the opposite player giving it's opposite. To successfully stump your opponent you must be able to give the word he couldn't think of. Take turns and score a point each time you stump the other team. Make up your own variations.
Outside Activities:	Work at expanding the list of opposites given in this lesson, accumulating new forms when they come up in conversation. Are there forms in Kiribati for distinctions which aren't made apparent in English? Vice - versa? How many of the words can have different meanings in different contexts?
Grammatical Reference:	Along with this lesson it would be a good idea to study or review lessons 29 & 30 in the grammar, on adjectives and comparison of adjectives. Practice the various comparative forms with the list in this lesson.





DO YOU LIKE IT HERE?

Lesson Fifty-Eight

Objectives: This lesson exposes you to some pictures about life in Kiribati. You'll have the opportunity to study these, as well as to construct your own (early) opinions of the life on a Pacific atoll.

Activities: Study the dialogue. When you feel comfortable with it, try it writing a letter, as if to one of the other volunteers in Kiribati, telling how you feel about the life and activities.

Translation of Dialogue:

Do you like it here?

Are you enjoying your stay here?
Yes, I like Kiribati very much.

What in particular do you like?
The people are friendly, and the country is beautiful.

Aren't you home-sick?
Yes, there are some things that remind me of my country, but this place is very peaceful. There is no noise - few people and no TV.

KO KUKUREI IKAI?

Reirei Nimabwi Ma Waniua

Dialogue for Study:

Ko kukurei ikai?

Ko kukurei n tikum ikai?
E eng, I rangi n tangira Kiribati.

Teraa ae ko tangiria iai?
A rangi n iraorao kaaina ao e rangi n tikiraoi te aba.

Ko aki uringa abam?
E eng, iai b'aai tabeua aika I uring iai abau ma e bon rangi n rau te tabo aei. Akea iai te karongoa - ti tabeman aomata ao akea naba te TV.

Additional Activities:

Study the continuation of the dialogue. Give a short talk, without writing it out first, on your feelings about being in Kiribati, and some of the things you hope will happen during your stay.

Translation of Continuation of Dialogue:

How's the life here?

> You need less money here. People can live without buying things with money. They know how to get food from the land and the sea.

I understand what you're saying. Maybe it's very different from the kind of life you're used to.

> Yes, its very different. But I like it a lot here, and I'm very happy here.

Outside Activities:

What kinds of opinions do I Kiribati have about life in America? How accurate are they? Do they think of it as a good place or bad? Where do most of these opinions come from? Are people surprised at the things you tell them of life back home? What things in particular?

Continuation of Dialogue:

E uara te maiu ikai?

Kaanga e uareereke te kabane m'ane iai. A boni konaa ni kareke maiuia aomata n aki kabooa n te m'ane. A rabakau ni kakaai kanaia iaon te aba ao i taari.

E a oota nanou n am taeka. Tao e na bon rangi n okoro ma aroni maium are ko a tia n taneiai iai.

E eng, e bon rangi ni kaokoro. Ma I rangi n tangira ikai, ao riki I rangi ni kukurei ikai.

REIREI NIMABWI MA WANIUA KO KUKUREI IKAI?

TOOLS

Lesson Fifty-Nine

Objectives: This lesson is intended to familiarize you with the names of various tools and their uses. You'll get some practice talking about them and how they're used.

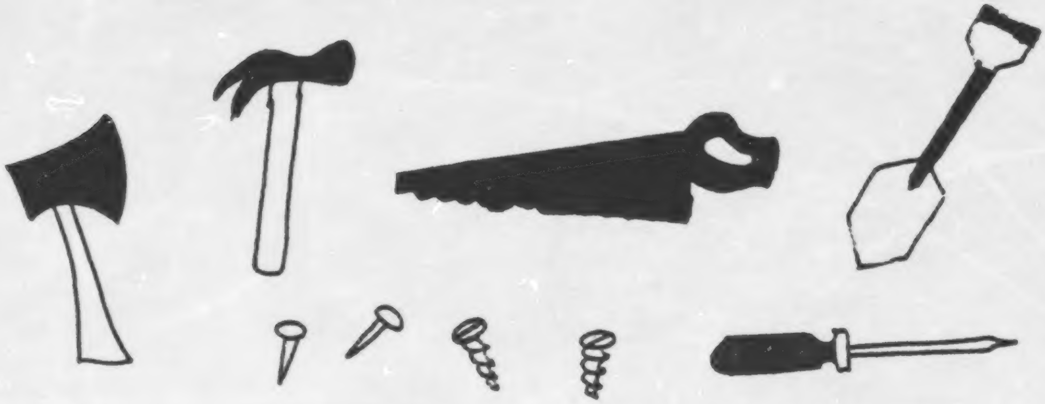
Activities: Link the tools in the first column with their uses in the second. Once you have done this, break into two groups, and play like a spelling bee- the teacher naming a tool and the player responding with its use. Then reverse the procedure.

Translation of Lists:

	1		2
1.	axe	a.	hole digging
2.	drill	b.	wood sawing
3.	chisel	c.	roofing a house
4.	file	d.	cutting wood
5.	hammer	e.	digging out wood
6.	small axe	f.	knife sharpening
7.	knife	g.	boring a hole
8.	ladder	h.	driving a nail
9.	nail	i.	collecting stones
10.	saw	j.	cutting foot steps
11.	shovel	k.	cutting toddy
12.	square	l.	trueing wood
13.	wheel barrow	m.	holding a pipe
14.	pliers	n.	driving a screw
15.	tape	o.	smoothing wood
16.	plane	p.	measuring the size
17.	screw driver	q.	cutting brush
18.	bush knife	r.	fastening wood

B'AAI NI MM'AKURI

Reirei Nimabwi Ma Ruaiua



Lists for
Exercise:

1

1. te angara
2. te ub'aab'aa
3. te unika
4. te mino
5. te aama
6. te tanai
7. te biti
8. te kai n tamarake
9. te neera
10. te taoo
11. te tiaabora
12. te tikuea
13. te wiibara
14. te b'ai ni katena
15. te teibi
16. te bureen
17. te b'ai ni kab'ara tikuru
18. te taaba/te naibi

2

a. te keniken
b. te taookai
c. te katoka rau
d. koro kai
e. nib'aan te kai
f. kakangian te biti
g. kab'angab'anga
h. te boo neera
i. uraki atiibu
j. boo maneka
k. koro karewe
l. kaetan raoi te kai
m. tauakin te baibi
n. te kakoo tikuru
o. kaitiakan te kai
p. kakaaean te ab'aab'aki
q. te koro kai
r. te kanim kai

Additional Activities: Study the additional dialogue. Compose similar short dialogues for other tools and their uses, going around the class taking turns answering the person before.

Translation of Dialogue:

This is a hammer. It's used for driving nails.

And what's that?

The what-do-you-call-it?

Yes.

It's used for cutting wood.

Please give me that hammer.

Here it is.

Thank you.

Outside Activities: What manner of craftsmen are there in Kiribati? Is everyone something of a do-it-yourselfer? What special crafts require tools you're not familiar with? House building? Canoe making? What kinds of tools were in use before the coming of the Europeans? Were there metal tools? See if you can find an old man who remembers something of the old tools, and get him to describe some to you.

Dialogue
for Study:

Aio te aama. E kaboonganaaki ibukin orean te neera.

Ao teraa aanne?

Teraa ngkoa arana?

Aia?

E kaboonganaaki ibukini korean te kai

Taiaoka anganai te aama aanne.

Ao aanne.

Ko rab'a.

MARRIAGE AND CHILDREN

Lesson Sixty

Objectives: This lesson will tell you some more about social life in Kiribati, with special reference to relationships between the sexes - marriage and children.

Activities: Study the dialogue. It's intended to be acted out, so practice it well until you can do it with expression and a touch of realism. Switch roles when you have gone through it once.

Translation of Dialogue:

Marriage and Children

Deborah: Mary, it's been so long since I've seen you - how are you?

Mary: I'm very well. Did you know that I married Moses last January and now I'm pregnant.

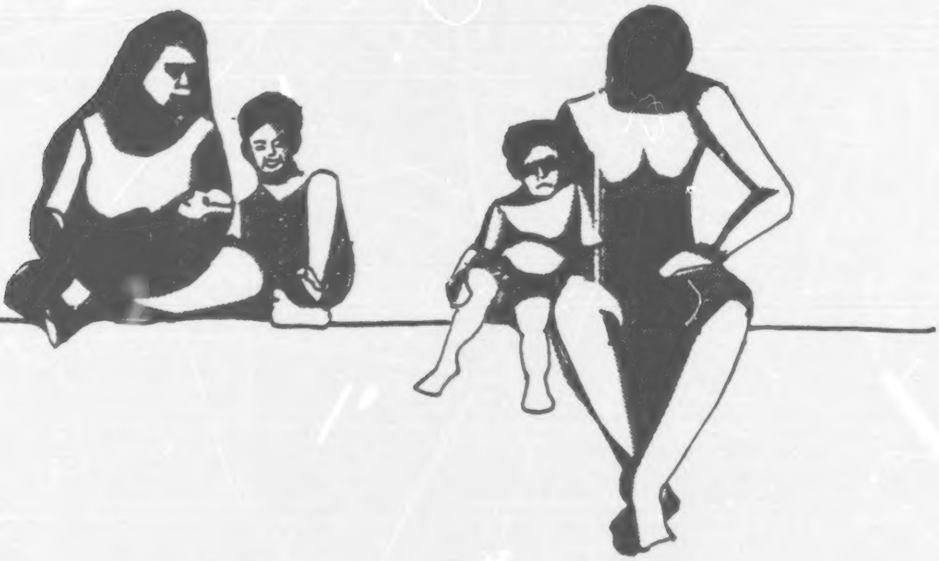
Deborah: Which means that it's your first child?

Mary: Yes - And how are you doing?

Deborah: Oh I'm well too. We have three children now, two boys and a girl.

TE IEIN AO ATAEI

Reirei Onobwi



Dialogue
for Study:

Te Iein ao Ataei

Tebora: Meere, e a rangi ni maan te tai ao I a tib'a noorikoko uara?

Meere: I rangi ni marurung. Ko aki ataia ae I iein ma Mote n Tianuare ae e nako ao ngkai I a bikoukou?

Tebora: Are nanona b'a ai amii moan rati aanne?

Meere: E eng - ao ngkoe ko uara?

Tebora: I marurung naba. Ai teniman ngkai natira, uoman mm'aane ao temanna te aiine.

Additional Activities: Study the continuation of the dialogue, and again try acting it out. You might also try turning the dialogue into a narrative telling the tale about Agnes.

Translation of Continuation of Dialogue:

Deborah: Do you remember Louis, the boy friend of Agnes?

Mary: Yes, why?

Deborah: You know he's very jealous. Did you know that they were engaged?

Mary: Yes.

Deborah: Well now their engagement is broken. They say that he has another girl-friend.

Mary: You're kidding! I don't believe it.

Deborah: I think it's far better for Agnes to be on her own. Maybe he isn't her type.

Mary: But doesn't he love her?

Deborah: I don't know. Maybe he loves her, but I heard that he has another girlfriend.

Mary: Really!

Outside Activities: How similar do social relationships in Kiribati seem to those back home? How about family life in general? What is the attitude towards children? Chastity? Marriage? Fooling around? What influences can you think of which weigh on these Kiribati attitudes?

Continuation of Dialogue:

Tebora: Ko uringa ngkoa Rui are raon Nei Akineti?

Meere: E eng, b'a bukin teraa?

Tebora: Ko ataia e rangi ni kokookoo. Ko ataia ae a tia ni kabae?

Meere: E eng.

Tebora: Ngkai e a tia n uruaki aia kabae. A taku b'a iai raona temanna.

Meere: Ko kewe! I aki kakoauaa aanne.

Tebora: I taku b'a e raoiroi riki ngkai e a bon tiku Akineti irouna. Tao bon tiaki tekena.

Meere: Ma e aki tangiria?

Tebora: Ngkam, tao e tangiria ma i onga b'a bon iai riki raona temanna.

Meere: E eng!

USEFUL EXPRESSIONS

Lesson Sixty-One

Objectives: This final lesson reviews some of the more common expressions in use in everyday conversation. Many of them have appeared in earlier lessons, but a few may still be new to you.

Activities: Because of the high frequency of occurrence of these expressions, they should be memorized. Put together small skits with short dialogues using as many of them as you can, and try to get quite familiar with them. Continue to expand the list as you learn more.

Translation of List:

Useful Expressions

Excuse me.
It's true.
Thank you.
You're welcome.
What's the matter?
It doesn't matter.
I'll try to remember it.
I'll always remember it.
It's very difficult.
It's easy/It's not difficult
almost the same as...
I don't understand
I don't know
How do you say ______ in Kiribati?
I didn't hear you
Please say it again.
It's still not clear
Please speak more slowly
that's enough/it's too much
What?
Excuse me (forgive me)
Please
How is it?
Enough?/Too much?

TAEKA AIKA A RANGI NI KAAKABOONGANAAKI

Reirei Onobwi Ma Teuana

Expressions for Study:

Taeka aika a rangi ni kaakaboonganaaki

Ko matauninga
E koaua
Ko rab'a
Te raoi.
Teraa ae e riki?
Akea boongana/e aki akaaka
N na kataia n uringga
N na ururingga
E rangi ni kangaanga
E beebete/e aki kangaanga
kan titeboo ma
I aki oota
I aki ataia/ngkam
E kangaa n te taetae ni Kiribati te taeka ae ______?
I aki ongo (banaam)
Taiaoka ma atongga riki/taekinna riki
E aki oota naba
Taiaoka ma kawiiremweko/tabeuaa am taeka
e a tau/e a m'aiti
teraa?
kab'ara au bure
Taiaoka/I a butiiko
E uara?
E tau?/E m'aiti?

REIREI ONOBWI MA TEUANA	TAEKA AIKA A RANGI NI KAAKABOONGANAAKI

ENGLISH-KIRIBATI
KIRIBATI-ENGLISH
GLOSSARIES

English-Kiribati Glossary page 366
Kiribati-English Glossary page 395

NOTES

The English-Kiribati glossary is based on a list of high-frequency English words developed by A.A. Burrows expressly for the Peace Corps Language Handbook Series.

Please remember, as you consult this glossary, that exact word equivalents between two languages as different as English and Kiribati are rare. Therefore, use the glossary carefully and be prepared to make some wrong choices as you search for the appropriate word in Kiribati. Also remember that making mistakes and finding out what not to say can be useful learning experiences.

Note that the presence of (to) indicates that the word is a verb in English. So, for example, (to) wave (goodbye, etc.) is different from wave (on the ocean).

English-Kiribati

Glossary

a (an) - te

able - konaa

about - tao

above - ietan

(to) accept - butimaaea

across - riaon

(to) add - ikota

after - imwiin

afternoon - tanimaeaontaai

afraid maaku

again - riki; manga

against - kaaitaraa; eekaanako

age - te roro; te ririki

ago - nako; te tai ae e nako

(to) agree - nanoteuana

air - te eea

airplane - te waanikiba

all - ni kabane

all right (OK) - e raoiroi

almost - kuri

alone - ti ngai; ngkoe ...

along - ira anauna

already - n tia

also - naba

although - e ngae

always - n taai nako; n aki toki

among - ibuakon

and - ao, ma

animal - te man

another - teuana riki

answer - kaeka

anything - te b'ai teuana

arm - bai

army - te taanga ni buaka

around - ni katabanina

(to) arrive - roko

art - te korotamnei

as - n ai aron

(to) ask - titiraki

aspirin - te b'atin

at - n, i

anyway - e aoria

B

baby - te teei
back - akuu
bad - buaakaka
bag - te buua; te baeki
baggage - te batia
ball - te booro
bank - te bangke
barber - te tia koroira
basket - te b'aene
bathing suit - b'ai n tebotebo
bathroom - te roki n tebotebo
bathtub - te taabu n tebotebo
battery - te baetere
beach - te bike
(to) beat - batibooa, oro
beautiful - tikiraoi
(to) become - riki
because - ibukina b'a
bed - kainiwene
bedroom - ruu ni matuu
beer - te biia
before - im'aain
(to) begin - waaki; moana
behind - akuun
(to) believe - kakoauaa; omimakina
below - aan
beside - i rarikin
best - rangi n tamaroa
better - tamaroa riki
between - i marenan
beyond - tinanikun; maikoan
big - buubura
bill (account) - biira
bird - te mannikiba
birthday - bonginibung
black - roroo
blackboard - te burakibooti
blade (razor) - te wii ni m'ariro
blanket - burangketi
blood - te raraa
blue - mawaawa
boat - te booti
body - te rab'ata
book - te boki
bone - te rii
born - bungiaki

(to) borrow - tangoa

both - uaia; kaka uoman

box - te b'aoki

boy - te roronga; te teinimm'aane

bread - te kariki (ni buraawa)

break - urua, otea, ibea

breakfast - te am'arake n te ingaabong

bridge - te buriiti

(to) bring - uota

brother - tari; m'aane

brown - buraaun

brush - te burati

(to) build - karaoa, katea

building - te auti; kateitei

(to) burn - kabuoka (v.t.)

bus - te b'ati

business - te mm'akuri ni karikirake

busy - tabetabe

but - ma

button - (te bato), te batin

(to) buy - kabooa

by - iroun, irarikin

C

cab (taxi) - te taekitii

cable (telegram) - te uaereti

cake - te keeke

(to) call - wetea

can (able) - konaa

can (tin) - te kaen; tiin

can opener - te kai ni kaukuuki

car (auto) - te kaa

care - karaua, mannanoa

careful - karaurau; mannano

(to) carry - uota

cash - te m'ane

(to) catch - rawea

(to) cause - karika

center - nuuka

certain - eti; koaua

chain - te tiein

chair - te kaintekateka

chalk - te tiaoka

change - bita

change - kaaibibiti, nikira (te mane)

cheese - te tiiti

chief - mataniwi, atuu

child - te teei

(to) choose - rinea

church - te um'antabu

cigarette - te tikareti

circle - te mronron

city - te kaawa ae e buubura

class - te koraki, te rinan

classroom - te ruu n reirei, um'anreirei

clean - itiaki

clear - oota

(to) climb - tamarake

clock - te tai

close - kaan, kaina

clothes - kunnikai

cloud - te nang

coat - te kooti

coffee - te koobe

coin - te maibibi (mane)

cold - m'aitoro

college - te reirei ae rietaata

color - te mata

comb - te koom

(to) come - roko
comfortable - kamweengaraoi
common - kabuta
company (business) - te kamb'ana
complete - katiaa, tia, bobonga
condition - te aro
continue - waaki
cook - kuuka
cool - m'aitoro
copy - katotoonga, kaewea
corner - te ningining, maninganinga
cost - te boo (boon te bai)
could - konaa
(to) count - wareka
country - te aba; te marenaua
course - te kooti
court - te kaboowi
cousin - ai tari; ai m'aane
cover - rabuna
cross - kaibangaki
crowd - te koraki n aomata
(to) cry - tang
cup - m'angko
(to) cut - korea

D

dance - baatere

dark - roo

date - bongin namakaina

daughter - te nati te aiine

day - te bong

dead - mate

(to) decide - motika te iango; baire

deep - nano

dentist - te tia karao wii

desk - te teetike

diarrhea - te bek'anako

(to) die - mate

different - kaokoro

difficult - kangaanga

dining room - ruu n am'arake

dinner - te am'arake n te tairiki

dirty - baareka

(to) discover - kunea

dish - te am'arake (food); te raurau (plate)

distance - te raroa

(to) do - karaoa

doctor - te taokita

dog - te kirii, te kamea

dollar - te taaraa

door - te mataroa

doubt - nanokokoraki, nanououa

down - naano

(to) draw - koro taamnei

dry - m'au

dream - mii

dress - karuo

drink - mooi

(to) drive - kabuta

(to) drop - kab'akaa

during - n tain

dust - te bubu

E

each - tatabeua

ear - te taninga

early - moantaai

earth - aonnaaba

east - mainiku

easy - beebete

(to) eat - kana

egg - te bunnimoa

eight - waniua

either - teuana mai buakon

electric - te iti

else - riki

end - toki

enemy - kairiribai

engine - intin

(to) enjoy - kakukureia

enough - tau

(to) enter - riin

eraser - kamaunaa

even - boraoi, toaraoi

evening - tairiki

ever - n aki toki

every - ni katoa

everything - b'aai nako

except - ti

exciting - kakukurei

expect - kaantaninga

experience - atatai

(to) explain - kaotaa, kab'arab'ara

extra - te tatara

eye - te mata

F

face - te mata, te moamoa

fact - te koaua

fair - booraoi

faith - te onimaki

(to) fall - b'aka

family - te utuu

famous - ataaki raoi

far - raroa

fast - waetata

fat - marika

father - te karo, te tama

favorite - tatangiraki riki

fear - maaku

(to) feel - namakina

feet - wae

fence - te oo

fever - biiua, mariri

few - tabeua

fifty - nimabwi

fight - un

(to) fill - kanoaa

film - te birim

finally - kabaneana, motikana

(to) find - kunea

fine (well) - raoi

finger - tabonibai

finish - bane

fire - te ai

first - moan

fish - te ika

five - nimaua

floor - te bwia; buia

flower - te uee

(to) fly - kiba

(to) follow - ira, katotoonga

food - te am'arake

foot - te buuti; butu (measure); wae (body)

for - ibukin

foreign - boou

(to) forget - maninga

fork - te waiteke

forward - nako mooa

four - aua

free - inaaomata

fresh - menai; boou

friend - te rao

from - man

front - im'aain

fruit - te uaanikai

fun - te kangare

funny - kakangare

full - on

future - te tai ae e na roko

G

game - te takaakaro

gasoline - baan te intin

garden - te nnenaroka; oonaroka

gate - te mataroa n te oo

gather - boota

general - ae e kabuta

(to) get - karekea

ghost - te anti

gift - te b'aintangira

girl - te teinnaiine

(to) give - anga

glad - kukurei

glass - te kiraati

glass (drinking) - m'angko te kiraati

glasses (eye) - te mata te kiraati

(to) go - nako

god - te atua

gold - te koora

good - raoiroi

government - te tautaeka

granddaughter - te tibu ae te nati te aiine

grandfather - te tibu te mm'aane

grandmother - te tibu te aiine

grandson - te tibu ae te nati te mm'aane

grass - te uteute

great - korakora, kakannato

green - kiriin

grey - maawa ni maii

grocery - te tabo ni kaboo uaanikai

ground - aontano

group - te b'ariko

(to) grow - riki

(to) guard - tantani;

guess - keeti, katautau

guide - kaira

gun - katii

H

hair - te ira

haircut - koroira

half - itera, m'anang

hand - bai

hang - tine; katinea

(to) happen - riki

happy - kukurei

hard - matoatoa; kangaanga

hat - te b'ara

(to) have - iai irou-

head - atuu

headache - marakin atuu

health - te mauri, marurung

(to) hear - ongo

heart - te buroo

heat - kabuebue

heavy - tinebu, rawaawata

height - te rietaata

help - buoka

here - ikai

high - rietaata

hire - buuta (kaboaki n te m'ane)

history - karaki ni kawai

hold - taua

hole - te b'angab'anga

home - te mweenga

hope - kaantaninga

hot - kabuebue

hour - te aoa

house - te auti

how - kangaa; iraana

however - e ngae ngke

human - te aomata

humid - aom'aim'ai

hundred - te bubua

hungry - baki

(to) hunt - kaeman

hunter - te tia kaeman

hurry - kawaetata

hurt - kammaraka

husband - te buu te mm'aane

I

ice - te aiti

idea - te iango

if - ngkana arona b'a

ill - aoraki

important - kakaawaki, kakannato

in - inanon

insect - te man ae e uareereke

instead - n oneamwiin

instruction - reirei, kaetieti

interest - kakanno, kakaongora

into - nako nanon

iron - te biti

island - te abam'akoro

J

job - te mm'akuri

(to) join - raona, tomaa

joke - kangare; manikangare

joy - te kimareirei

juice - ranin uaan te kai

K

(to) keep - kaauakina

key - te kiing

(to) kill - tiringa, kamatea

kind - te aeka; aakoi

king - te kiing; uea

kiss - kaboria; kiiti, mb'aa

kitchen - te um'anikuuka ruu ni kuuka

knee - bubua ni wae

knife - biti

(to) know - ataa

L

labor - mm'akuri

lake - te nei ae e abaabaki

land - te aba

language - te taetae

large - buubura

last - kabane

late - rimwi

laugh - ngare

laundry - te tabo ni uaati

law - te tua

(to) lay - bungia; kawenea

(to) lead - kaira

(to) learn - kekeiaki

least - te kabane

(to) leave - kiitana

left - angamaing

leg - te wae

length - te anaanau

less - karako

lesson - te reirei

(to) let - kaira

letter - te reta

lie - wene; kewe

life - te maiu

(to) lift - tabeka

light - beebete; oota (ke te oota)

like - tangira; titeboo

line - te ao; te rain

lip - te ria

(to) listen - ongora

little - uareereke

live - maeka

long - anaanau

look - taraa

lose - m'aawa, matana

(to) love - tangira

lover - te tia tangira

low - rinano

lower - rinano riki

M

machine - te mitiin

magazine - te nutibeeba

(to) make - karaoa

man - te mm'aane

many - bati

map - te mabe

market - te maakete

(to) marry - mare, iein

material - te kunnikai

matter - te bai ae e riki

may - konaa

me - ngai

mean - b'angantauti

measure - baairea

meat - te iriko

medicine - te b'ai n aoraki

(to) meet - kaaitiboo

meeting - te bootaki

member - kain te bootaki

men - mm'aane

middle - nuuka

mile - te maire

milk - te miriki

million - te mirion

mind - te nano

mine - au b'ai

minute - te miniti

Miss - Nei

Mr. (Mister) - Ten, Teng, Te, Tem

Mrs. Ms. (Mistress) - Nei

modern - boou

moment - te tai

money - te m'ane

month - te nam'akaina

moon - nam'akaina

more - riki

morning - te ingaabong

mosquito - te maninnara

most - rangi (angiin)

mother - te tina

mountain - te maunga

mouth - te wii

(to) move - buti

movie - te kaotitaamnei

much - m'aiti

music - te katangitang

must - riai

N

name - te ara

nation - te bootanaomata

natural - ae bon arona

nature - aron te b'ai; aomata; etc.

near - kaan

nearly - ni kaan; kuri

necessary - riai

neck - te roroa

(to) need - kainaanoa

neighbor - te itabon; itabon

neither - tiaki teuana mai buakon

nephew - ai te nati te m'ane (nati)

never - tuai men

new - boou

news - rongorongo

newspaper - te nuutibeeba

next - imwiina

nice - raoiroi, tamaroa

niece - ai te nati te aiine (nati)

night - te tairiki, bong

nine - ruaiua

no - tiaki, akea

none - akea

north - meang

nose - te bairi

not - aki, tiaki

nothing - akea

notice - kaetieti

now - ngkai

number - te numba, te ware

O

ocean - marawa

of - i, n(i)

off - man

offer - anga; angaanga

office - te aobiti

officer - te aobitia

often - m'aitin te tai

oil - te b'aa

old - kara, mm'aane

on - iaon

once - n te taina

one - teuana

only - ti

open - kauka

opinion - te iango

or (nor) - ke

order - ootana; kaooa; kaoa

other - tabeua

ought - riai

our - ara

out - naako

outside - tinaniku

over - riaon

own - baina

P

(to) pack - batii

pack - batia

page - iteranibaa

pain - te maraki

paint - te been

pair - kaka uoua

pants - kawaerake

paper - te beeba

part - m'akoro

party - te bootaki, te b'aatii

pass - katibanakoa

past - ngkoa

(to) pay - kab'aka boona

peace - te raoi

pen - te kaini koroboki

pencil - te bentira

period - te tai

people - aomata

perhaps - tao

person - te aomata

(to) pick - rinea

(to) pick up - tabekia

picture - te taamnei

piece - te m'akoro

pillow - te uninga

place - te tabo

plan - te baaire

plant - te aroka

plate - te raurau

(to) play - takaakaro

pleasant - kakukurei

please - kukurei

pleasure - te kakukurei

point - koto; tabon

poor - kaawa, kainnano

position - te tabo

possible - konaaki

post office - te aobiti n reta

practice - te kataneiai

(to) prepare - katauraoa

present - ngkai; b'aintangira

president - beretitenti

pretty - tikiraoi

price - te boo

priest - te tama

probably - konaa

problem - te kangaanga

promise - berita

prove - kakoaua

provide - karekea

public - te bootanaomata

(to) pull - katika

purpose - bukin

put - katuka, kaaki

put down - katuka

Q

quarter - kaam'akoro, kuata

queen - te uea n aiine

question - te titiraki

quickly - ni waekoa

quiet - rau; kabuingoingo; rau man te karongoa, etc.

quite - raoi

R

radio - reerio

rain - te karau

(to) raise - mwemwekia, tabeka

rather - tangiria riki

razor - te mariro

(to) reach - rota

(to) read - wareka

ready - tauraoi

real - koaua

realize - ataa

really - ni koaua

reason - oin rikin bukin te bai

(to) receive - reke; butimaea

red - uraura

(to) refuse - rawa

religion - te aro

(to) remain - tiku

(to) remember - uringa

rent - boon te maeka

(to) reply - kaeka

report - tua taekina

(to) rest - motirawa

result - mwiina; mwiin

resume - moanna

(to) return - oki, kaoka

rich - kaub'ai

ride - toka

right (correct) - eti

right (direction) - atai

river - te karaanga

road - te kawai

rock - te b'aa

room - te ruu

rope - te roobu

round - mronron

(to) rub - bubua

(to) run - biri

rush - kawaetata

S

safe - mano; maneaua raoi
sail - te ie; borau
salt - te taari, taoro
same - titeboo
sand - te tano
(to) save - ni kamaiu
(to) say - taku, atonga
schedule - babairean; te tai
school - te reirei
sea - taari
season - taai inanon te ririki, e.g. kamariri, kabuebue, etc.
seat - te kaintekateka
second - kauoua, kauoman
(to) see - noora
seem - kaanga e tara
(to) sell - kabooa nako
(to) send - kanakoa
(to) serve - mm'akuri bukin temanna
service - te mm'akuri; te taromauri
seven - itiua
several - tabeua
share - tib'aa
sharp - kakang
(to) shave - imaima (korobuai)
sheet - te kabu; rabunan te kainiwene
ship - te kaibuke
shirt - te kabaraaki
shoe - te taamaka; kau ni wae
shop - te titooa (titooa ni b'ai)
shore - mataniwin te aba
short - kororo, kimototo
should - riai
shoulder - te anga
(to) show - kaota
shower - tiawa
sick - aoraki
side - rarikin
(to) sign - tiaaina
silver - tirewa
simple - beebete
since - man te tai
(to) sing - anene
single - ti temanna; temanna

sister - m aane te aiine ke te mm'aane

six - onoua

size - ab'aab'aki na, buburana

skin - te kun

skirt - te kamumun

sky - karawa

slacks - kawaerake

(to) sleep - matuu

(to) slip - marannako

slow - waeremwe, karaurau

slowly - te aro ni karaurau

small - uareereke

(to) smell - aroka; boi

(to) smile - matangare

smoke - moko

so - ma ngaia are

soap - te toobu

sock - nangoan te wae man te kau; titaoking

soft - maraurau

soil - te tano

soldier - te tautia

some - teutana; tabeua

something - te bai teuana

sometimes - tabetai

son - te nati te mm'aane

song - te anene

soon - te tai ae aki maan

sort - kaokoro, rinea; te aeka

soul - te taamnei

sound - te b'anaa

south - maiaki

space - te aakea; te marena

(to) speak - taetae

special - ae e kaokoro

(to) spend - kabanea

spirit - te taamnei

spoon - te buun

spot - te tabo

spring - te koburake n ran; tiburing

square - te tikuea

stamp - te titamb'a

(to) stand - teei; tei

star - te itoi

(to) start - moanna

state - te aba

station - te tabo

(to) stay - tiku

(to) step - m'aneka

step - te uta

stick - te kai

still - tabe

stomachache - maraki ni biroto

stone - te atiibu

stop - tooki; toki

store - te titooa

storm - te buaka, te ang, te karau, etc.

story - te karaki

straight - eti

strange - kamiimii

stream - te kararang

street - te kawai ae e raababa

strength - te korakora

strong - korakora

(to) study - kekeiaki; kamateb'ai

sudden - ae e kakuba; karina

sugar - te tioka

suit - tau

suitcase - te bauti; tutikeeti

summer - tain te kabuebue

sun - taai

supper - te am'arake n te tairiki

(to) suppose - taku, iango

sure - koaua

(to) surprise - kamiimii; kakuba

sweet - karewerewe; tikiraoi

T

table - te taibora

(to) take - anaa

(to) talk - taetae

tall - ananau, rietaata

tape recorder - te bai n rawe b'anaa

taste - katoomam; toora te kangkang

(to) teach - reirei

tea - te ii

(to) tear - raeuaa

telegram - te uaereti

telephone - te tareboon

(to) tell - taekina, tua, atonga

ten - te bwina

than - nakon

thank - kaaitau

thank you - ko rab'a

the - te

then - ngkanne

there - ikekei

therefore - mangaiaare

thin - kairariki, mmanii

thing - te b'ai

(to) think - iango

third - te kateniua, kateniman, etc.

thirsty - taka

thirty - tenibwi

though - ngae n aron anne

thought - n te iango

thousand - te ngaa

three - teniua

through - rinanon

thus - n aron aei

ticket - tiiketi

tie - kabaea

time - te tai

tire - te rab'a

tired - ae e kua

to - nakon

together - ni bane

tooth - te wii

toothache - te maraki ni wii

toothbrush - te burati ni irewii

toothpaste - te toobu in irewii

tobacco - te baakee

today - te bong aei

toe - te taboniwae

toilet - te kainnako taari

toilet paper - te tiraa

tomorrow - ningaabong

too - naba

top - te taubuki; eeta

(to) touch - riinga

toward - ni kaeta

towel - te kaoa, te taara

town - te kaawa

toy - te b'ai n takaakaro

trade - iookinib'ai

translate - raira nanon

(to) travel - mananga

tree - te kai

trip - te m'ananga

(to) trouble - karawawata

trouble - te kangaanga

truck - te turaki

true - koaua

(to) trust - ommakina

truth - te koaua

(to) try - kataa

(to) turn - raira

twelve - tebwi ma uoua

twenty - uabwi

two - uoua

typewriter - taib'araita

U

uncle - ai te karo

under - iaan

underpants - te aan riri

(to) understand - oota; ataa ongo nanon

until - ni karokoa

up - eta

upon - iaon

use - kaboonganaa

usually - tataneiai

V

value - boonganan te b'ai teuana

very - rangi

view - taraan; nooran

village - te kaawa

(to) visit - kawara

voice - te b'anaa

W

wagon - te kaa

(to) wait - tataninga

(to) wake up - uti

(to) walk - nakonako

wall - te oo

wallet - te bauti ni m'ane

(to) want - tangira

war - te buaka

warm - bue

(to) wash - uaati

(to) watch - taratara

watch (wrist) - te tainibai

water - te ran

(to) wave - katioa

wave - te nao

way - te kawai

(to) wear - kamanena; b'aina

weather - angin te bong

week - te wiiki

weight - te rawaawata

well - marurung

well (water) - te manib'a

west - maeao

wet - maimai

whether - b'a tao

while - ngke

white - mainaina

while - ae b'anin

wide - raababa

wife - te buu te aiine

will - na

wind - te ang

window - te kamaama

wine - te wain

winter - tain te m'aitoro

wish - bia; tangira

with - ma

without - n akea

woman - te aiine

wonder - miimii

wonderful - kamimii

woods - te buakonikai

word - te taeka

work - mm'akuri

world - te aonaaba

worse - buaakaka riki

worth - manenan; boonganan

wrong - bure

Y

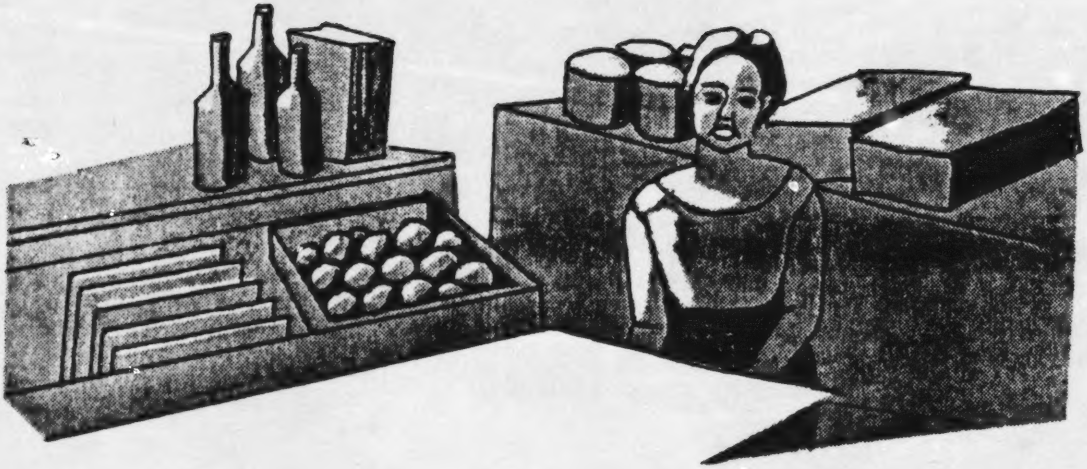
year - te ririki

yellow - baboobo

yes - eng

yet - ngkai naba

young - ataei



Kiribati to English
Glossary

A

*aaba - lands

aama - (n.) hammer

aan - under

aane - that

aarei - that yonder

*Aaro - Religions

Aatia - Asia

*aba - (n.) land

ab'aab'aki - big, large

abaia - their land; land of

Abaiang - (p.n.) island in the Gilberts between Tarawa and Marakei

ab'akin - size of

abam - your land; your country

abam'akoro - island

abam'akoron - islands of

abamii - your (pl.) islands; your (pl.) countries

abau - my island, my country

abea - (n.) bait

abeana - its/his/her bait; to use as bait

Abemama - (p.n.) island in the Gilberts, east of Kuria and Aranuka.

Aberika - (p.n.) Africa

abong - four days

aei - this (+ aio)

aeka - sort; kind

aekan - sort of, kind of

aekia - take from (as food from fire)

aera - what ... doing?

*ai - (n.) fire; exclamation (= truly)

aia - their; (n.) firewood

aiine - (n.) female, woman

aika - who; which

aikai - these

ai m'aneu - my cousin, opposite sex

ai natiu - my nephew or niece

aio - this (+ aei)

ai tariu - my cousin, same sex

akanne - those

akawa - (n.) to fish; (v.) fishing

akawam - your fishing

ake - which were; that are

akea - none

akekei - those (far)

aki - not

am'arake - (v.) to eat: (n.) a food

am'arake n te tairiki - dinner

Amerika - (p.n.) America

amii - your (pl.)

amori - (n.) kind of fish

ana - his/her/its

anaa - (v.) take; (n.) fish

ana Ekaretia te Atua - (p.n.) Church of God

aneang - (n.) mast

anene - (v.) to sing; (n.) a singing or song

anenei - to sing them

*ang - (n.) the wind

anga - (v.) to give; (n.) a shoulder

angaatai - (n.) right hand

angaataiu - my right hand side

anganai - give me

angaraa - (n.) long axe

angiia - the majority of them

angin - wind of; the majority of

ani/an - let, do (imperative)

anian - (n.) onion

anima - (n.) bailer for canoe

*ano - (n.) ball

antai - who?

antena - whose

ao - and; (n.) line (as for fishing)

aoa - (n.) hour

aobiti - (n.) office

aobiti ni bureitiman - (n.) police office

aobiti n reta - (n.) post office

Aokati - (n.) August

aomata - (n.) people

aon - on

aonaaba - world

aonaba - (n.) on land

aonga - in order that

aoni/aon - on (surface of)

aono - (n.) group (especially for islands), district

aono ni Kiribati - (n.)Gilbert Group

aontano - (n.)earth, ground

aontari - (n.)surface of sea

aoraki - (n.)sick, sick person, illness

aoranti - (n.)orange

Aotiteeria - (p.n.) Australia

ara - our; (n.) name

araia - their names

aram - your (sing.) name

aramii - your (pl.) names

aran - name of

arana - his/her/its name

aranaki - named, called

araniia - name or call them

Aranuka - (p.n.) island in the Gilberts between Kuria and Abemama

arara - our names

arau - my name

are - who, which; that (yonder)

*ari - (n.) spathe (coconut); eyebrow

aro - way, manner

*Aro - Religion

aroia - their way, their manner

aroka - (v.) to smell; (n.) plant

aron - way/manner of; like

aroni - way/manner of

Aro ni Momon - (n.) Mormon Church

Arorae - (p.n.) the last island in the south of Kiribati

aroro - four generations

arou - my way/manner of

ata - (n.) rope tied from mast to outrigger (canoe); (adj.) wide or broad

ataa - (v.) know

ataei - (n.) children

ataein - children of

ataeinimm'aane - (n.) boy

atai - know (pl. form)

ataia - know him/her/it

atama - (n.) gravel (small stones)

*atiibu - (n.) stone

atim'akoro - (n.) islet

Atua - (p.n.) God

Atuaia - their God

atuu - (n.) head

*atuun - head of

atuun te tautaeka - (n.) Government Headquarters

au - my; calk

aua - four

auee - exclamation of intensive feeling

auti - (n.) house

auti ni iriwa - (n.) house for guest; guest-house, hotel

B

*baa - (n.) midrib of coconut leaf; leaf of plants

b'aab'aiaa - (n.) pawpaw

b'aai - (n.) things

*b'aai ni mm'akuri - (n.) things for working, tools

*b'aai n taetae - (n.) things for talking, telephone, speaker

baaire - (n.) measurement; arrangement

baairea - (v.) to measure; to make arrangement

baakee - (n.) tobacco

baakeena - its tobacco

baan - leaf of (see baa)

baana - its leaf (see baa)

b'aanaki - filled with (oil, kerosene, benzine, etc.)

baanikaina - (n.) pandanus leaf

baannii - (n.) coconut leaf

baareka - dirty

b'aatika - bicycle

babooboo - yellow

b'aene - (n.) basket

bai - (n.) hand

b'ai - (n.) thing

*b'ai n aoraki - (n.) thing for sickness, medicine

*b'ai ni kab'ara tikuru - (n.) thing for unscrewing, screwdriver

*b'ai ni katena - (n.) thing for holding tight, pliers

*b'ai n tangira - (n.) thing for love, gift, present

Baibara - (n.) Bible

b'aibi - (n.) pipe

baiia - their hands

baika - these things

baikara - what things?

baim - your hand

b'aim - your dress (clothing)

*b'ain - thing of clothing

b'aina - to wear (sing. form)

b'ainaki - worn, used

b'aini - to wear (pl. form)

b'airi - (n.) nose

Bairiki - (n.) Capital town on Tarawa where Government Headquarters are
b'aiti - (n.) smoking pipe
b'aiu - my dress
baiu - my hand
b'aka - (v.) fall
b'akantaai - (v.) afternoon
bakatibu - (v.) ancestor
b'anaaia - their voice
b'anaam - your voice
b'anaan - voice of
b'anaanaa - banana
Banaba - (n.) name of an island (Ocean Island)
bane - finished
b'anga - (v.) to hide in a hole; (n.) mosquito net
b'ange - (n.) chin
bangke - (n.) bank
b'aoua - bend
b'ara - (v.) undone; (n.) hat
b'aranako - dispersed; see b'ara
b'arakarabe - paragraph
b'ata - black, blue
bati - many
*b'ati - (n.) bus
b'aukin - (n.) pumpkin
Beberuare - (n.) February
beeba - (n.) paper
beebete - easy, light
beeki - (n.) pig
beem - your lavalava
been - coconuts; lavalava of; pen; paint
beero - bell
beetin - basin
bekobeko - (v., n.) cough
ben - (n.) coconut
bentira - (n.) pencil
beretitenti - (n.) president
Beru - (n.) island west of Nikunau
Betebeke - (n.) Pacific
Betio - (n.) port town on Tarawa
bia - denoting a wish, (n.) fish ovaries
biia - (n.) beer
biibi - (n.) throat

biiua/biwa - fever

*bike - (n.) beach

Bikenibeu - (n.) town on Tarawa where Central Hospital is located

bikoukou - pregnant

*bina - (n.) last born child; come last

bino - (n.) (v.) sitting dancing; to do sitting dance

bira - (v.) plait

biri - (v.) run

biriari - (n.) full stop

birim'aaka - run fast

biri mwere - run slowly

biroto - (n.) stomach

birotou - my stomach

bitaki - changed

biti - (n.) knife

Biti - (n.) Fiji

bobootaki - use to gather together

Bobooti - (n.) Cooperative

boitin - poison

*boki - (n.) book

*boki n anene - (n.) song book, hymn book

*boki n tataro - (n.) prayer book

bon - truly

*bong - (n.) day; night

bongin - day of

boni - truly

bonota - (v.) close, shut

bonotaki - closed, shut

boo - strike, meet (especially for time); (n.) hit, cost

boob'ai - (n., v.) shopping

boobete - cheap

booia - strike it; ring it (the bell)

*booki - (n.) books

boona - price, cost of

boongana - useful

boonganan - use of

booganana - his/her/its use

boora - (n.) bowl

booro - (n.) ball

bootaki - (v., n.) assemble

boou - new/my salary

borau - (v.) sail

boti - (n.) marked places in the m'aneaba, etc.

botu - weariness, fatigue

botura - our weariness

bouan - post of

bua - lost

buaakaka - bad

buaka - rough, not calm

Buariki - (n.) a name of a village on Tarawa

bubu - (v., n.) smoke (as from fire, etc.)

bubuaka - bad; use to battle

bubua ni bai - (n.) elbow

bubua ni wae - (n.) knee

bubuia - to rub it

buki - back

bukin - for; back of

bukina - because

bun - (n.) shell fish

bungiaki - born

bungintaai - (n.) sunset

buoka - (v.) help

buokai - help me

buokaki - helped (passive)

buoki - help (in pl. form)

buokiko - help you

buraaun - brown

buraawa - (n.) flour

burae - hair; feather

burae ni man - (n.) feather

burakibooti - (n.) blackboard

Buranti - (n.) France

burati - (v., n.) brush

*bure - (n.) wrong; a mistake; a sin

bureen - (n.) plane

bureitiman - (n.) policeman

buriki - (n.) brick

Buritan - (n.) Britain

buro - boiling

buroburo - bubble

buroo - hearts

Butaritari - (n.) second island in north of Gilberts

buteeta - (n.) potato

buti - run, as for vehicles and boats

butibooro - (v., n.) football

butiiko - request you

butim'aai - welcome

butu - (n.) foot (measurement); (v.) to push

*buu - (n.) wife or husband

buubura - big, large

buun - wife of or husband of

buuta - to call out (as to fight); to withdraw

bwee - (v., n.) a paddle; a rudder

bweenaki - driven by means of paddle or rudder

bweennarina - (n.) a paddle; (v.) to paddle

bweeuru - steering paddle

bwenauaaki - divided, cut into

bwereeti (v., n.) press

E

Eberi - (n.) April

*eea - air

Eita - (p.n.) village on Tarawa

Ekaretia - (n.) Church

ekueetoa - (n.) equator

embaea - (n.) empire

eng - yes

engaa - where

Engiran - (p.n.) England

Ereti - (p.n.) Ellice (Tuvalu)

eta - up

eti - right, correct, straight

ewanin - (n.) coconut husk

I

ia - blood vessel; tide/hair

iaa - where

iaati - (n.) yard

iabuti - (n.) high tide

iai - thereby, there is, there are

iangoa - (v.) think of

ianinaama - (n.) moonlit

iaon - on/over

iaona - on/over it

*ibu - (n.) shell of coconut

ibukiia - for them

ibukin - for

ibukina - for him/her/it, because; at the back of him/her/it

ibun - shell of

ibuna - its shell

ibuobuoki - helpful; (n.) helping

*ie - (n.) sail

iein - (v.) marry; (n.) marriage

ieka - (v.) to flood; (n.) flood

iena - its sail

*iika - (n.) fishes

ika - (n.) fish

ikai - here

ikan - fish of

ikanne - right there

ikaraaba - (n., v.) hide and seek

ikarii - (n.) bony fish

ikawai - (n.) grown-up

ikawaina - his/her/its age; growing up

ikekei - over there

I Kiribati - (n.) Gilbertese

ikoaki - injured

ikoaki - (n.) wounded person

ikotaki - (v.) add to; included

ikotaki - (n.) gathering

im'aaim - before you

im'aain - before

im'aaiu - before me

imanaki - scaled

I Matang - (n.) white people; Europeans

imwiim - after you

imwiin - after

imwiina - after him/her/it

in - closed, shut

*inaai - (n.) mat (coconut leaf)

inaaomata - (n.) independence;

inti - (n.) inch

ingaabong - (n.) morning

iraanaki - how (a thing, etc.) is done

irakea - (v.) to hoist

iraman - how many (for animals)

iran - strands of

iranna - how to do (a thing)

iraorao - friendly

irarikin - beside

iraua - how many?

irewii - (n.) tooth brushing (v.) to brush teeth

iri - (v.) go with, follow, attend

iriko - go with you; (n.) meat

irikona - its flesh

irouia - by them

iroum - by you

iroun - by, of

irouna - by him/her

iroura - by us

irua/iriwa - (n.) guest

itauu - (n.) boxing

itera - (n.) half

iteran - half of

iterana - half of it

iteran te kawai - (n.) side of the road

iti - (n.) lightning

itibong - (n.) half moon

itibwi - seventy

itiia - scoop it up

itiua - seven

itoi - (n.) star

K

*kaa - (n., pl.) car

kaab'a - (n.) corrugated iron, copper

kaabentaa - carpenter

Kaabong - (n.) Thursday

*kaai - (n., pl.) timber; woods; sticks; trees

kaaiia - their people

kaaibibiti - to exchange

kaain - people of; owner of; occupier of

kaaina - its people; owner; occupier

kaainabau - wife or husband

kaainabana - his wife/her husband

kaairua - mistake

kaaitara - face to face

kaaitarai - give opposites

kaaitaraan - opposite of

kaaitiboo - meet

kaakanaki - edible

kaakang - keen to eat

kaaki - take away, to put

kaan - almost, close to

kaanga - seem

kaangaanga - difficult hard

kaangai - thus

kaaniia - to go closer

kaantaninga - to hope for; expect; (n.) hope; expectation

kaati - (n.) playing card

kaawa - (n.) village; poor, sad condition

kabae - (n.) knot bandage

kabaeaki - tied, bandaged

kabaeanatu - hair scarf

kabaei - pl. kabaea, tie

kab'aia - lucky, fortunate

kab'akaa - to drop

kabanei - to finish them all

kabane - all, altogether

kabanea - to finish

kab'angab'angaa - to make a hole; to bore a hole

kab'araa - undo, untie

kabaraaki - undone, untied

kab'arab'ara - to preach

kab'arab'arai - to describe

kab'aroa - pour out (water)

kab'aroi - pour out (pl. form)

kabeta - put on water to float

kabetan - floater of

kabooaki - bought; to get to meet at the ends, points

kabi - keel

kaboonganaa - to use

kaboonganaaki - used

kaboonganaan - use of

kaboonganai - use (pl. form)

kaboo - farewell; to complete

kabooa - buy

kabooanako - sell

kabooi - buy (pl. form)

kaboowi - to have a conference; a conference

kabuanib'ai - accident

kabubu - blunt; a powdered food made from pandanus fruit

kabuebue - hot

kaburoaki - boiled

kabururu - wash one's face

kabuta - to drive; to cause to move something

kabutikai - a kind of game played with playing cards

kabuubuta - to run a thing several times

kaea - go for; to chase

kaei - chase; go for (pl. form)

kaeta - (v.) straighten; correct

kaetai - correct me; straighten me

kaetia - correct him/her/it; straighten him/her/it

kaetiko - correct you; put you right

kai - (n.) stick

kaibuke - (n.) ship

kaiia - their sticks; stick for them; points lost in game

kaika - (v.) pail water out of

kaikan - pail of or for

kaimatoa - stiff action, kind of Kiribati dancing movement

kaimoa - (n.) crews of the ship

kain - stick of; wood of

kaina - its stick, its wood; pandanus tree

kainikawaawaa - (n.) gutter

kainiwene - (n.) bed

kainnakotinaniku - (n.) latrine

kaintekateka - (n.) chair

kairabong - what day?

kairai - lead me; guide me; direct me

kairiko - lead you; guide you; direct you

kaitiakan - cleaning of

kaitiakia - clean it

Kaitibong - (n.) Seventh day

kakaaea - (v.) look for; find out

kakaaei - look for; find out (pl.form)

kakaaki botu - (n.) pass time

kakang - sharp

kakangia - (v.) sharpen

kakanoa - having something inside

kakibaa - to cause to fly, jump, leap

kakoauaa - believe; to say something or someone is true; to prove

kakooa - to fasten tightly

kakua - tiresome

kakukurei - pleasant, pleasing

kam - you (pl.)

kam'aa - cook

kamaamana - its window

kamaanaki - kept longer

kam'aim'ai - molasses (cooked toddy)

kam'aitoro - cold

kamaiu - life giving, supper/ pleasant

kamaiuaki - saved, rescued, healed

kam'anea - (v.) to trick; betray

kamani - previously, before

kam'anuui - to fold (pl. form)

kamariri - chilly

kamateb'ai - study

kamatoai - make them strong

Kamatuu - Protestant Church

kan - want, wish

kana - (v.) eat

kanaia - their food; put more fire-wood on the fire

kanaki - eaten

kanakoaki - sent away

kanakoi - take away; sent away (pl. form)

kanana - his/her/its food

kang - eat (pl. form)

kangaa - how

kangkang - delicious

kangkangin - deliciousness of

kani - want; wish

kaniiman - fifth; come fifth

kanikina - (n.) the mark or sign;

kanikinaea - (v.) to mark or sign

Kanimabong - (n.) Friday

kanoaaki - filled

kanoaia - fill it

kanoan - content of

kanoana - its content

kantoka - the fare or freight

kaoaki - orders; invited

kaoi - (pl. v.) order (things)

kaokoro - different or difference

kaona - fill up

kaongoraeai - inform me

Kaonobong - Saturday

kaotii - show them (things)

karaaure - farewell

karab'arab'a - to say thankful words

karaki - to tell a story; to talk

karaanga - (n.) river; (v.) to flatter;

karanga - Kiribati stick dancing

karaoa - do, make

karaoaki - made

karaoan - the doing or making of

karaoi - do; make them (things)

karaoia - do it or make it

karatiin - (n.) kerosene

karau - (n.) rain

karaun - (n.) fishing net

karau tanginako - (n.) shower of rain

karawa - (n.) sky, heaven

kare - (v.) blow; throw

karekea - get; catch

karekeaki - caught

karekean - catching of

kareke nano - sweet talking

karewe - (n.) a toddy; sweet

kariki - (n.) bread; descendant; (adj.) to become pregnant

karikirake - (n.) business; promotion

karimoa - (n.) first born child

karimwiina - second child to him/her

karin - put them on; divide; put them in

karina - put it on; divide; put it in

karinaki - (p.p.)put on; divided; put in

karinrin - admitting

karo - (n.) father, parent

karokoa - to wait until the coming of; the time of

karongoaa - to make noise; (n) noise

karuoa - to put down; to get something/somebody down

kataaki - (p.p.) tried; tempted

katabea - to make someone busy

katabetabe - to be bothering

kataia - try it

katairiki - (n.) meal taken in the evening

katake - kind of Kiribati song mostly sung in a talking manner; chant

katam'a - (n.) cat

katangitang - play music on any musical instrument; (n.) instrument

katararakea - to put someone or something face up

katarinaki - being extracted from coconut (kernel)

katati - knife for cutting toddy

kataua - (v.) to try on as dress, etc.; permit

katauraoi - preparation

katautau - an approximate calculation

katawanou - (n.) meal taken at noon

katea - (v.) to build; to establish

kataeki - (p.p.) built, established

katebe - (v.) spear fishing

katei - (n.) custom

kateitei - (v., n.) construction

katenaa - make it crowded; tied; joined

Katenibong - (n.) Wednesday

katerea - (v.) to show

katoaa - (v.) to make a pair

katoka - (v.) to stop, halt; cure

katokaa - (v.) put something on something or somebody

katoki - (pl. v.) stop; cure

katoobibia - (v.) surround

katoobibiaki - (p.p.) surrounded

Katorika - (n.) Catholic Church

katorobubua - to kneel

kauu - pair of shoes

kauaaki - (n.) trawl fishing; (v.) to trawl a fishing line

Kauabong - (n.) Tuesday

kauarinan - secondary; (n.) second line/class

kaunai - make me angry

kauniko - make you angry

kauniwae - (n.) shoe

kaunrab'ata - (v., n.) wrestling

kautuaa - (v.) to grate (as coconut)

kawanaai - make me feel light, comfortable after eating too much

kawaekoa - (v.) to hurry; (n.) haste

kawaerake - (n.) pants

kawai - (n.) path, lane, road, street

kawakiniia - keep them, look after them

kawara - (v.) to visit

kawiiremweko - to eat/drink; talk slowly

kawiitatako - to eat/drink; talk fast

ke - or

kena - (v.) dig

kewe - (v.) tell a lie; (n.) lie

kiaro - (n.) outrigger of a canoe

kiba - (v.) jump, fly

kibee - (v., n.) torch fishing

kibu - (n.) verse of a song or poetry

kibuntaeka - (n.) sentence

*kie - (n.) mat made of pandanus leaves

kiie - (n.) plural of kie

kiika - (n.) octopus

kiitani - to leave; to abandon; to go from (pl.)

kinai - (v.) recognize them (plural verb form of kinaa)

kinaa - (v.) recognize

kinaka - (n.) sore

kimoa - (v.) to steal; (n.) a rat

kimototo - short; not long

kiriaria - later on

Kiribati - (n.) Gilberts

kiriin - green

kirikiti - (v., n.) cricket (game)

kiromiita - (n.) kilometer

koaua - (n.) truth; (adj.) true, real

koikoi - kind of shellfish; to grate using shell

kokookoo - used to be jealous

konaa - can, to be able to

konana - his/her/its catch

koo - tight

kooti - coat (animal or dressing)

koobe - coffee

kootiueei - causeway

koowana - governor

*kora - string, cord

koraki - class (in school); relative

korakora - strong; big

koran - string of; colon

korea - cut

koreaki - (p.p.) been cut

koreia - cut it

koroia - cut it

*koro - cut; husking stick

koroboki - (v.) write

koroi - (v.) cut them; write them (pl. verb form of korea)

korokarewe - (v., n.) cut toddy

korone - (n.) colony

koronen - colony of

koumara - (n.) small shell fish

*kua - tired; (n.) a whale

kuata - quarter

kukurei - happy glad

kun - (n.) skin

kunan - song of

kunnikai - cloth

kunnikaim - your cloth

kunnikaiu - my cloth

kuo(ta) - to skin

kuotaki - (p.p.) skinned

kuoti - pl. verb form of kuota

kuri - almost; to get something hastily or greedily

Kuria - (n.) island in the central Gilberts

kuuka - (n.) a cook; a cooker

M

maa - (n.) fish trap
m'aain - before
m'aaka - fast; powerful; (n.) power
maan - long; pl. of man (animal)
m'aanem - your sister/brother (opp. sex sibling)
m'aaneu - my sister/brother (opp. sex sibling)
m'aangan - branch of
maanra - how long?
Maati - (n.) March
maatiati - matches
maatimtim - dripping
*m'ae - lace
maeaoia - west of them
maeaon - west of
maeka - live, stay; (n.) the home
maekia - to cut it tenderly
m'aenroroa - (n.) necklace
mai - from
maiaki - (n.) south
maiakin - south of
maiakina - south of it
Maiana - (p.n.) island south of Tarawa
maibiibi - broken into tiny pieces; (n.) tiny pieces
m'aiee - (n.) Gilbertese dancing
maii - pale white
m'aim'ai - wet
mainaina - white
maingim - your left-hand side
mainiku - (n.) east
mainikun - east of
maire - (n.) mile
m'aiti - many
m'aitiia - their number
m'aitoro - cold
maiu - (n.) life; alive
maiuia - their life
maium - your life
m'aka - (n.) scar; decay; sore
m'akeiia - their thorns (on a pandanus leaf)
Makin - (n.)the very last island in the north of the Gilberts

m'akoro - (n.) part

m'akoron - part of

m'akorona - its part

mamaara - weak, feeble

m'am'ananga - (v.) traveling (used to); (n.) the traveling

mamaraki - keep aching (used to)

man - animal; from

m'anai - (n.) land crab

m'ananga - (v.) travel

m'aane - (n.) money (pl.)

*m'ane - (n.) money

m'aneaba - (n.) assembly building

m'aneka - (n.) footstep

manena - useful; use of it

manga - again

manging - sour; drunk; (n.) intoxicating drink

m'angko - (n.) mug, cup

mani/man - from

m'anib'a - (n.) well

manin - animal/birds of

maninnara - (n.) mosquito

m'aninga - forget

mannikiba - (n.) bird

*mao - bitter; healed; (n.) a bush

m'aoto - break (as stick, pencil, etc.); (n.) fracture

mara - soft (after soaking); wet; bald

marae - (n.) field

marai - (n.) the kernel of a green coconut

m'arairai - long (esp. when something is hanging down)

Marakei - (n.) island between Abaiang and Butaritari

maraki - (n.) pain, ache

maraki n atuu - (n.) headache

maraki ni biroto - (n.) stomach-ache

maraki ni wii - (n.) toothache

marau - somewhat soft

maraurau - quite soft

marawa - (n.) ocean

mare - (v., n.) to wed, to marry

marenaia - between them

marenan - between

marenaua - (n.) countryside

marooroo - (n., v.) engage in conversation

marurung - healthy

mata - (n.) eye

mataia - their eyes

matan - the eyes of

matana - his/her/its eyes

mataniwi - (n., v.) boss, director, chief; border; edge

mataniwiina - its border

matau - (n.) my eyes

matauninga - not courtesy, offense

mate - (n.) die

matenten - thick

matoa - stuff; hard, strong

matuu - (n., v.) sleep

m'au, m'aau - dry

maungatabu - (n., v.) general assembly

mauri - good health

*mawaawa - blue

meang - (n.) north

meangin - north of

Meei - (n.) May

meeri - (n.) mail; ferry

mena - stay, to be at a certain place

miita - (n.) meter

minita - (n.) minister

miniti - (n.) minutes

mino - go round, spin; (n.) file

miriki - (n.) milk

mitinare - (n.) missionary, pastor

*mm'aane - (n.) man; old

mm'akuri - (v., n.) work

mm'anako - (v.) fall away, fall out

mmanii - thin

moa - first; front; (n.) chicken

moaa - (v.) call at

moan - very; front part of; first

moana - call at; start

moanaki - called at; started; hit by

moani - first

Moanibong - (n.) Monday

moaningaabong - (n.) early morning

moanrinan - (n.) first class/line/row; primary

moantaai - early (also n.)

moantairiki - (n.) evening

moimoto - (n.) green coconut

moko - (v., n.) smoke (pipe, cigar, etc.)

mokon - smoke of

moko te rauara - (n.) smoke made of chipped tobacco and pandanus leaf

Moomon - (n.) Mormon religion, church

mooi - (v.) drink

moone - (n.) hell (no article)

morikoi - (n.) name of a fish

motirawa - (v.) to leave, rest; (n.) a holiday

mumuta - (v., n.) vomit

mweengau - my home

mweere - slow, late

mwiin - after, result of

N

na - will (future)
naa - (n.) group of stones on the reef; collection of
naaibi - knife
naaka - word for calling the attention of more than one person
*naakai - these people
naakanne - those people
naakekei - those people there
naano - down
*naango - flies (insect) (pl.)
naao - waves
naba - too, also; again
nakea - where to
nako - to go to
nakoiia - to them
nakoim - to you
nakoina - to him/her/it
nakomai - come here
nakon - to
nakona - his/her/its departure
nakonako - walk
Nam - person. article for males; names started with B.M.
*nama - (n.) lagoon
nam'akaina - (n.) moon (no article); month
Nan - person. article for males (N. Gilb.)
Nang - person. article for males
nang - will, about to (future)
nango - (n.) fly
nano - keep; heart or mind
nanoia - their minds/heart/ thought
nanokaawaki - sad, unhappy
nanon - mind of; depth of; meaning of
nanou - my mind
nanona - his/her mind; its meaning
nanonna - to mean something
Nao - word to call a man's or boy's attention; (n.)
*nao - (n.) wave
naon - waves of

*nati - (n.) a child

natiia - their child

natina - his/her child

natira - our child

natiu - my child

Nauru - (n.) name of a nearby Micronesian country (island)

neera - (n.) nail

neeti - (n.) nurse

Nei - person article for females

Neiko - word used to call a female's attention

neie - this woman/girl (usually followed by name)

neiei - this woman/girl

neienne - that woman/girl

neierei - that woman/girl there

neinei - having water inside; swampy

*newe - (n.) tongue; lodged up in a tree, etc.

*nii - coconut tree; bitter

niiman - five persons/animals/small fish, etc.

niiraki - rolled up

niirakina - its rolling

niirana - its rolling cord (coconut spathe rolling string)

niiri - to roll them up

niiri - (v.) plural form of niiria

niiria - to roll it up

nikira - (n.) remainder; (v.) deliver

Nikunau - (n.) third island from the south

nim - (v. pl.) to drink; (adj.) stuck

nimaia - their drink

nimaki - (v.) drunk

nimaua - five (general)

ningaabong - tomorrow

Nobemba - (n.) November

Nonouti - (n.) island in the Gilberts between Tabiteuea and Abemana

noora - (v.) see

nooraki - seen

noori - see (pl. form of noora)

nooria - see him/her/it

nooriko - see you

nutibeeba - (n.) newspaper

nuuka - (n.) middle; center; back

nuukaia - middle of them

nuukan - back/center/middle of

nuukanibong - (n.) midnight

nningai - when?

ngaa - where?; thousand

*ngae - enough, satisfied

ngai - me, I

ngaia - him/her/it; he, she, it

ngaina - daylight

ngkai - now

ngkam - I don't know

ngkamii - you (pl.)

ngkana - when, if

ngkanne - then

ngke - when

ngkoa - long ago

ngkoananoa - yesterday

ngkoe - you (sing.)

ngongo - itching

O

*oi - (n.) torch light made by rolling dry coconut leaves
*oi ni kibee - (n.) torch for torch-fishing (on reef)
*oi n tatae - (n.) torch for torch-fishing (for flying fish)
oki - (v.) come back; (n.) return
okira - return to; come back to
Okitoba - (n.) October
okiu - my return
okoro - (n.) difference; aside; apart
okoro - different
on - full up; turtle
onauti - flying fish
onean - replacement of
onobwi - sixty
Onotoa - (p.n.) island in the Gilberts between Tabitena and Tamana
onoua - six
ongo - (v.) hear
ongoraa - listen to
oo - (n.) wall
oon - wall of
oonaoraki - hospital
oota - bright, clear; (n.) light
ora - (n.) low tide
orean - beat of
oreano - (n.) ball bat (kind of game where one group bats the ball and the other group tries to catch)
otabaniniaki - surrounded
oti - (v.) rise; show; appear
otintaai - (n.) sunrise

R

raababa - wide, broad

*raama - outrigger side of a canoe

raami - (n.) playing card game

raanti - (n.) launch

rab'a - (n.) thanks; car or motorbike tire

rabakau - clever, skillful

rabakauu - my skill, my knowledge

rab'ata - (n.) body; to hold to one's body

rab'atau - my body

rabono - eel

raeuaia - tear it; break it (as a glass)

rai - withered; layers of canoe planks

rairaki - turn

rairan - translation of

raiti - (n.) rice

rake - lucky; up, upward

rama - (n.) canoe float (outrigger)

ram'a - (n.) forehead; gable of house

ran - (n.) water

ranga - capsize, overturn

rangi - very

ranna - its water

ranniben - (n.) coconut milk

rannimoimoto - (n.) green coconut water

raoi - exactly, properly; calm (as calm sea); fine, peaceful; peace

raoiroi - good, nice

raonna - be friends with; to accompany

raoraona - be friends with

raou - my friend

raraa - bleeding; blood; rusty

raranga - (v.) weave; (n.) weaving

rarangaaki - (p.p.) woven

rarangaan - the weaving of

rarikin - beside, near, side of; pauper

raroa - far, distant

raroaia - their distances

raroara - how far?

rauara - cigarette paper made from pandanus leaf

rauarana - its rauara

rauia - their thatches (house)

rauna - its thatch

raurau - plate; record (for record player)

raurau ni wae - top part of the foot

raure - (v.) separate

raure nako - separate, apart

rawa - refuse, dislike

rawaawata - heavy; sad

rebwerebwe - motorbike; successive crashing around sounding like thunder

reerio - radio

reirei - school

reirei ibukini mm'akuri - technical institute

reirei ni kaimoa - marine training school

reirei n neeti - school of nursing

reirei n tia reirei - teachers' college

reireiti - join together (as short pieces of string)

rereaki - mixed (drink/food)

*reta - (n.) letter

ria - appear

riai - proper, better; must

ribana - cultivate

riki - happen, become; else; start to grow (as a plant)

rikitemanna - only child

rimoa - past; go before or go ahead of

rimwi - late; come late, come after

rin - get in, enter

rinan - (n.) row

rineaki - chosen, elected

rinerine - election

riniia - their entrance, their admittance

ririki - (n.) year

rurungaa - rumbling

Ritemba - (n.) December

roaroa - rodfishing

roka - a lock; a game played with playing cards

roki - blind (as window blind), curtain

roko - come, arrive, present

rokoia - their arrival, their presence

rokona - his/her presence or arrival

rongorongo - news

rongorongoni - news of

roo - anchor; rope; dark, darkness

roobu - rope

*rooki - plural of roki, curtain

rooro - ages (pl. of roro)

rooroo - at anchor

rooroko - visit at regular times

rootongitong - very dark

*roro; age, generation

roroa - neck

roroo - black

ruabwi - ninety

ruaiua - nine

ruu - room

ruoia - Kiribati dancing

T

taaba - a long and broad knife
Taabati - (n.) Sunday
taabia - earring
*taabo - (n.) places
*taai - (n.) times; sun (no article)
taai nako - all the time, everytime
taakinaki - spread out as mat
taamnei - picutre
taamnein - picture of
taan - ers, those who do ___.
taanga - couples; army
taani - -ers (pl. of tia) (-er)
taara - towel
taaraa - dollar
taari - sea; seawater
taariaki - salted
taarin - salt of; sea of
taatang - cry at regular time; that can cry; make sound or rings
taatangira - fond of
taba - cheek
tabe - busy
tabeai - some sticks, etc.
tabeka - lift
tabekia - lift it
tabeman - somebody
taberan - top of (tree, plants and mast)
tabetabe - busy
tabetai - sometimes
tabeua - some (things)
Tabiteuea - the biggest island in the Gilberts
tabo - place; point or end
taboia - their ends or points
tabon - end of; point of
tabona - its end, point
tabonibai - finger
tabu - holy; forbidden; sacred
taeka - word;
taekan - word of; news of
taekana - words or news about him/her/it
taekin - (v.) speak about (pl. of taekina)
taekinna - speak about it
taetae - speak
taetae ni kawai - old language; conversation; to speak

tai - don't; time; clock or watch

taian - those (things, people, etc.)

taiani - those (things, people, etc.)

taiaoka - please

taibora - table

tain - time of; season

tairiki - evening

tairikin - evening of

taka - thirsty

takaakaro - to play; (n.) the game

takaakaroia - their play

takataka - copra

taku - say

tama - father

tam'akan - climbing of

Tamana - the second island from the south of the Gilberts

tam'arakea - climb up, ascend

tamau - my father

tanai - axe (small)

tanginako - (move away as sound); shower of rain; ignored, embarrassed

tangira - want; like; love

tangirai - want me; like me; love me

tangiria - like him/her/it; love him/her/it

tangiriko - like you; love you

tangim - your cry

tanimaeaontaai - afternoon

tanimainiku - eastern side;

taninga - wait; ear

taningaia - wait for him/her/it; their ears

tanoni - soil of; sand of; earth of

tanrake - ocean side or eastern side or shore

tanraken - ocean side of, eastern side of

tanrion - lagoon side of; western side of

tao - about; perhaps

taobongiia - every other day, leaving off days

taokita - doctor

taonna - press down; stand or sit on; postpone

taoo - (v., n.) saw (tool)

taorooro - taro

taotaona - pressing down; to be patient

taraan - the look of something/someone

Tarawa - capital island of the Gilberts

tarim - your sibling of same sex

tarin - his/her/its sibling of same sex

tariu - my sibling of same sex

taromauri - pray, worship

tatae - torch fishing for flying fish

tataneiai - used to, accustom

tataninga - wait; keep waiting

tataro - to pray or a prayer

tau - enough; fit

taua - hold

tauaki - (p.p.) held

tauakin - hold of

tau manin taninga - singing with hand covering the ear

tauni mate - funnel

tau on - turtle chase

taura - lamp; something that gives out light at night

tauraoi - ready

tautaeka - (n.) government; (v.) rule, govern

tauu - hold, plural verb form of taua

tawanou - noon

teaina - one stick

Teaoraereke - village on Tarawa

Tebetemba - (n.) September

te boo - same

tebotebo - (n.) bath; (v.) bathe

tebubua - one hundred

tebwi - ten followed by unit

tebwi ma aua - fourteen

tebwi ma itiua - seventeen

tebwi ma nimaua - fifteen

tebwina - ten

teei - baby, child, kid; keep standing

tei - stand

teinnaiine - girl

teirake - to stand up

teitei - standing

tekateka - sit

teke - pricked; beaten, (as in a competition)

tekena - to beat (as in a competition)

temanna - one person/animal/small fish/insect

tena - bite

tenaiko - bite you

tenamoko - smoke, e.g. from tobacco

tengaun - ten people, animals, etc.

tenibwi ma nimaua - thirty five

teniman - three persons/ animals, etc.

teniua - three (things)

teraa - what?

teuaae - this man who (followed by name or description)

teuaaei - this man

teuaane - that man

teuaare - that man who (followed by name or description)

teuaarei - that man there

teuana - one (article)

teutana - some

tewaana - one canoe/ship/boat

tia - have/has/had; finished

tiaabora - shovel

tiaki - not

tianaki - something like food, etc. prepared for a journey

tianti - cent (money)

Tianuare - (n.) January

tiaoka - chalk (blackboard pencil)

tib'a - just

tib'aake - lighter (= spark)

tibeeranna - spell it

tibu - swell; grandpa or grandma

tibu te mm'aane - grandfather

tientemiita - centimeter

tii - shoot out, gush out

tiib'aati - teapot

tiibuta - mini dress for women, like blouse

tiireeree - Gilbertese kind of dancing using short skirts

tikareti - cigarette

tikiraoi - beautiful, pretty, nice looking

tiku - stay, stay away

tikuni - stay away of

tikuru - screws

tinan - mother of

tinaniku - outside

tinanikun - outside of

tinau - my mother

tiriwae - panty

titaokin - stockings

titeboo - same (tiiteboo)

titiraki - to ask, to question; (n.) a question

titirakinai - to ask me, to question me

titirakinna - to ask him/her, to question him/her

titooa - a store

toa - (n.) a giant; church feast; even

toabuaka - odd, not even; disabled

toaraoi - equal in number

toka - (v.) ride

tokatoka - riding, on as in surfing

toki - stop, halt, pause

tomai - join

tonotonon te bai - soft part of palm of hand

toobu - (n.) soap

toobu ni irewi - toothpaste

Toromon - (n.) Solomon

totooa - very big in size

toua - hit with a foot; step on

tuae - (n.) pandanus dried pulp

tuai - not yet

tuangai - tell me

tuta ni kawai - junction

Tutia - (n.) Mass

Tuun - (n.) June

Tuurai - (n.) July

Tuvalu - (n.) group of islands formerly named Ellice Islands

U

uaa - (n.) fruit; (v.) bearing fruit

uaaia - their fruits

uaakai - these men

uaakanne - those men

uaakekei - those men there

uaana - its fruit

uaanikai - fruit

uaati - wash

uabaa - two leaves

uabwi - twenty

uaia - both; (n.) racing

uara - how it is?

uareereke - small, tiny

uatai - two times; twice

ukeuke - (v.) to examine, to test; (n.) examination

uki ni bai - fingernail

uki ni baim - your fingernail

*um'a - (n.) house

*um'an reirei - (n.) house of schooling, classroom

um'an tabu - (n.) house of holiness; church

*um'an tebotebo - (n.) house of bath; bathroom

umunaki - baked

unika - (v., n.) plant

unikaki - planted

uniki - (v.) plant (pl. form of unika)

unimm'aane - (n.) old man

unuuniki - (n.) agriculture; (v.) to plant

uoman - two people/animals or birds

uoti - (v.) plural of uota: to carry

uoua - two (general

uraura - red

uringa - (v.) remember

uringga - (v.) remember it

uruaki - broken

*uto - (n.) young coconut tree

utuu - (n.) family, relative

uu - (n.) eel trap

W

*waa - (n.) canoe

waaia - their canoe

waaki - gon on; progress

waan - canoe of

waanikiba - (n.) airplane

waanibanga - (n.) Kiribati dance (for men)

*wae - (n.) leg, foot

waebua - (n.) thumb

waekoa - walk fast; fast

waeremwe - walk slowly; slow

waetata - fast

wanibwi - eighty

waniman - eight (men, women, etc.) (animate)

waniua - eight (stone, books, etc.) (inanimate)

wareka - (v.) read; count

warekia - read it; count it

warem'ane - (v., n.) counting money

wareware - reading

wene - lie down

wetea - (v.) call

*wii - (n.) tooth; mouth

wiib'ara - (n.) wheel barrow

wiiki - (n.) week

wiikin - week of

wiin - mouth of; peak of; blade (razor, knife, axe, etc.)